

An Effective CSTP Classroom



Standard 1: Engaging and Supporting all Students in Learning

1.1 Using knowledge of students to engage them in learning

What the classroom looks like:

- Provides vehicles so that students begin taking ownership of their learning
- Implements a wide range of methods to further student learning
- Provides opportunities for students to use available technologies, ensuring equitable access to the curriculum
- Differentiates instruction based on students' strengths, interests, and needs
- Builds trust with and among students and fosters relationships so that students can thrive academically
- Helps students build friendships with each other
- Fosters relationships and develops activities so that students can thrive academically
- Shows respect for students and encourages them to show respect to others
- Understands reasons for students' behavior and recognize atypical student behavior
- Develops activities that support positive interactions among students
- Provides opportunities for students to work together
- Creates and maintains a safe learning environment
- Adapts teaching to reflect comprehensive knowledge of students
- Gets to know parents and connect with the teaching community



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1.2 Connecting learning to students' prior knowledge, life experiences, and interests

What the classroom looks like:

- Engages and facilitates students' understanding by linking students' previous knowledge, life experiences, and interests
- Differentiates instruction by implementing real world applications
- Allows students some choice in learning activities
- Uses student interests to differentiate instruction
- Builds on students' comments and questions during lessons to extend their understanding
- Students articulate the relevance and impact of lessons on their lives and society
- Uses pictures, realia, models, diagrams, hands-on activities to build vocabulary and conceptual understanding
- Offers all learners opportunities to engage in tasks that are equally interesting, equally important and engaging
- Offers all students opportunities to explore important ideas and skills at escalating rates of difficulty and proficiencies
- Considers the readiness level of each student
- Provides support for students who are not succeeding with the group – including ELs and/or struggling readers
- Helps students discover and pursue interests to maximize their learning and productivity
- Creates interest centers in which students complete activities and assessments

Teacher Instructional Methods

Interviewing – Scaffolding – Student derived projects – Reviews print books – Choose topics of interest – Presentation choice – Uses cognitive tools to assess prior knowledge – Show and Tell – Guest speakers – Cultural awareness – Cooking – Student goal setting & self-monitoring – KWL – Brainstorming – Webbing – Quick writes – Field Trips – Reflective journals – Lab work – Interest centers – Think-pair-share activities – Flex groupings – Interest centers –

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1.3 Connecting subject matter to meaningful, real-life contexts

What the classroom looks like:

- Establishes connection between subject matter and purpose for learning
- Makes connections between subject matter and real-life contexts
- Facilitates learning opportunities so students give feedback regarding relevance of subject matter to their lives
- Engages students in a variety of instructional strategies
- Differentiates instruction based on students' strengths, interests, and needs
- Gives time for students to acquire and practice skills taught
- Allows students to regularly use real-life connections during learning activities

Teacher Instructional Methods

Scaffolds instruction – Modality surveys – Reading interest surveys – Jigsaws – Learning profiles – Skill Inventories – Reading assessments – Interest centers – Student-centered instruction – Varied supplemental texts – Tiered lessons – Varied computer programs – Literature circles – Flexible groups – Contracts – Peer tutoring – Graphic representations – Community based projects – Group investigations – Socratic seminars – Varied research projects – Varied journal prompts – Developmental portfolios



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1.4 Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs.

What the classroom looks like:

- Uses a wide variety of instructional strategies matched to students' learning needs that offer several ways for students to approach and demonstrate learning
- Facilitates students use of available technologies to support and / or advance their learning
- Offers opportunities for students to explore important ideas using a variety of resources and available technologies
- Offers students choice within teacher and state frameworks
- Taps prior knowledge and links it to new learning
- Provides support for students who are not succeeding
- Provides opportunities for advanced learners to enhance their learning
- Reflects on the learning goals/objectives
- Reflects on students' developmental needs
- Plans and implements lessons that reflect students' individual strengths and cultural norms
- Encourages participation in a variety of ways
- Allows time for students to practice, and internalize, and apply subject specific learning strategies
- Plans and implements activities and materials that are developmentally appropriate to ensure all students understand essential learning goals
- Makes modifications for students who have specific physical, emotional, behavioral, language, or learning differences
- Uses resources that maximize bias
- Facilitates group activities that maximize productivity and increases engagements

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Teacher's Instructional Methods

Facilitate – Lecture – Observe - ELD support – Interactive – TPR – Question - Consult – Model - Test taking strategies - AV equipment – Computers – Overhead – Visuals - Charts, posters, etc. - Rubrics - Cooperative groups - Student created rubrics - Peer tutoring - Music - Questioning techniques - Teachable moments - Able to complete assignments in different ways - Authentic assessment - Ability grouping - Hands-on activities - Guest speakers – Presenters - Interviewing – Chants Uses ELD strands/SDAIE — Field Trips – Interactive - Pictorial Response - Arts and/or crafts - Call on students to rephrase/summarize lesson — Adjust assignments and homework to ability levels - Illustrations – Realia - Leveled books – Electronic voting devices – Video clips – DVDs – CDs – Calculators – Digital cameras – White boards – Interactive Smart Boards

Student Activities

Read - Write - Present - Chant - Model - Assess - Role-play - Presentations
Class discussion - Build models - Class/choral reading – Experiments - Hands-on activities/projects – Research Projects — Power point presentations – Accelerated Reader / Math



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1.5 Promoting critical thinking through inquiry, problem solving, and reflection

What the classroom looks like:

- Works with individual students or small groups
- Routines, structures, classroom rules are collaboratively completed
- Provides a variety of accessible materials and/or activities
- Works to develop each student's willingness and ability to work independently and with others
- Provides opportunities for students to develop and explore his/her own ideas and experiences
- Provides opportunities for students to develop and internalize criteria by which they make decisions about their own learning
- Allows for students to take turns, build on each other's ideas
- Models constructive interaction
- Provides norms and structures for a collaborative learning environment
- Provides instruction so students are not overwhelmed or confused by too many choices
- Structures the process of choosing so that students have opportunities to exercise informed judgment to build their sense of efficacy and independence
- Aims goals and structures to help students manage time, materials, and ideas to complete learning activities
- Implements situation for students to pose problems and construct own questions to support the content
- Uses available technologies to access knowledge and information
- Questions are asked that facilitate discussion, clarify and/or extend thinking
- Provides opportunities so students think about, discuss, or evaluate content
- Facilitates opportunities that allow students to use multiple approaches and solutions to solve problems
- Reviews homework activities prior to dismissing students

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Teacher's Instructional Methods

Career pathways - Cooperative learning – Centers - Peer Tutoring - Presentation options - Assignment options - High level questions/open ended - Student centered classroom - Grading rubrics - Journal writing – Puppets - Timeline - Materials are at hand and available - Team teaching - Field trips - Book reports - Role play - Writer's workshop - Anticipatory sets
Clear class routines - Class jobs and responsibilities - Group projects - Bulletin boards that display interactive work of all students - Author's corner
Multiple prompts - Sharing - Peer sharing and editing -



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1.6 Monitoring student learning and adjusting instruction while teaching

What the classroom looks like:

- Encourages students to develop and have confidence in their own ability to think independently and with others
- Builds on basic knowledge and skills to enable students to apply their thinking to solving problems
- Breaks down text into component parts through understanding of structure (topic, subtopic, claims and evidence, sequence and comparison)
- Uses rubrics and guidelines to evaluate work in progress
- Develops anchor papers at high, high average, low average, and struggling levels of performance
- Builds plans to address and answer questions in accordance with Bloom's Taxonomy
- Groups students in pairs or small working groups to develop a plan to solve problems presented by teachers
- Allows adequate time for students to think about their answers
- Provides opportunities to collect and interpret data
- Assigns activities that include more than one method of approaching or completing work
- Systematically checks for student understanding and revises plans accordingly
- Implements a variety of instructional strategies to match students' learning needs
- Offers several ways for students to approach and demonstrate learning
- Paces lesson to adjust to student needs
- Provides additional support for students who have mastered lesson objectives
- Adjusts lessons "on the spot"
- Allows opportunities for students to monitor their own progress

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Teacher's Instructional Methods

Interact – Simulations - Themes, integrated curriculum planning – Technology Hands-on activities - Collaborative grouping - Bloom's Taxonomy - Allows adequate time to accomplish activity (planned timing) – Peer tutoring - Open ended ???- Research projects - Extension activities – Cultural links - Connections to real life – Student choice centers - Student presentations - Student generated problems - Group problem-solving - Logic games - Cross-age reading/tutoring – Rubrics created

Student Activities

Competitions - Spelling bees - Geography bees - Math field day - Debates - Oral discussions - Use of manipulatives - Flexible grouping - Student generated graphs/diagrams - Reflective journals – Role playing - Self-evaluation - Real life applications – Peer editing activities - Presentations Interactive bulletin boards - Creating rubrics



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Standard 2: Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.

What the classroom looks like:

- Teacher models fairness and respect
- Ideas and student responses are valued
- Teacher respects and is aware of cultural diversity and learning abilities in the make-up of the class
- Teacher models constructive ways to agree and disagree
- Teacher provides opportunities for all students to participate in activities and discussions
- Students are developing leadership skills
- Classroom culture is one where students have a sense of responsibility to and for one another
- Students are engaged in shared problem-solving and conflict resolution
- Students feel safe to take risks and be creative
- Teacher responds to inappropriate behavior consistently
- Students take responsibility to maintain a caring classroom community
- Multiple viewpoints
- Community involvement
- Activities implemented to support positive interactions among students

Teacher's Instructional Methods

Group Projects – Student Officers – Peer tutoring – Team building – Cooperative groups with roles – Assigned class helpers – Group rewards – Class meetings – Posted standards, in friendly language – Centers - Class incentives / rewards – Consistent consequences – Forums - Role Playing – Community visitors – Student of the Month – Conflict resolution Seating charts - Getting to know class members activities

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2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.

What the classroom looks like:

- Classroom seating accommodates individual and group needs
- Student learning is supported by structured interaction
- Students use available resources and technologies during instruction
- All students' work displayed
- Smooth transitions/routines established
- Curriculum-rich learning environment facilitates learning for all students
- Academic vocabulary is supported
- Aware of all rules, procedures, and expectations
- Safe environment-materials stored safely (sharp objects, chemicals, obstructions, etc.)
- Diversity of students is valued

Teacher's Instructional Methods

Grouping - Display rubrics for self-assessment - Word walls - Agendas posted - Materials for remediation and acceleration are readily available - Rules and consequences posted – Variety of structures for interaction – Bulletin Boards – Data for achievement patterns used to design instruction – Physical proximity – Distinguishes between equality and equity – Print rich environments – Activity Zones – Place to store student materials – Elmo, document projector – DVDs – CDs – Digital camera – Scanners – Technology rich lesson plans – Interactive Smartboard activities



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2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

What the classroom looks like:

- Makes accommodations for individual classroom seating as well as group needs
- Models ways in which students perceive they are authentically valued within the school community
- Assures the environment is one where students feel safe to take risks and be creative
- Includes learning profiles, learning styles, multiple intelligences, modalities, strengths, interests and vocational goals in everyday routines
- Learns and implements methods in which students understand their learning preferences and areas in which to stretch
- Asks student to self-assess, self-monitor and develop study skills
- Includes authentic examples of students' subject specific knowledge and skills in background knowledge proficiencies
- Plans flexible groups based upon assessment of student strengths, needs, interests, or readiness
- Develops student autonomy through choice and self-assessment
- Recognizes students' contributions and achievements
- Models fairness and respect
- Values students' ideas and responses
- Models constructive ways to agree and disagree
- Provides opportunities for all students to participate in activities and discussions
- Responds consistently to inappropriate behavior
- Offers all students the opportunities to engage in tasks that are equally interesting, important and engaging
- Expects all students to demonstrate continuous growth
- Presents tasks that require genuine collaboration to achieve shared understanding
- Provides support for students who are not succeeding, including ELs and/or those who are struggling
- Extends the curriculum by connecting to students' interests and learning profiles

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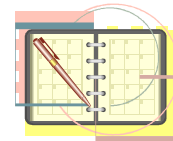
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

What the classroom looks like:

- Posts classroom objectives
- Posts and reviews rules / procedures / consequences
- Scaffolds instruction to address achievement gaps for the full range of learners
- Includes higher order thinking and problem solving across the subject matter in instruction
- Implements differentiated strategies to meet the needs of all students
- Prioritizes expectations
- Posts standards based class assignments
- Posts daily agendas / time frames
- Assigns areas where classroom materials are always available
- Provides opportunities for students to examine evaluate own work
- Implement strategies for peer evaluation/conversations to take place
- Has materials/resources available for challenging academic content
- Refers to posted content standards

Teacher's Instructional Methods:

Class assignments listed on board – Posted rules and consequences – Centers - Procedures and routines effectively communicated – Daily/weekly planning – Assessments drive instruction – Seamless transitions - Rubrics - Use of data to address achievement gaps – Various student response techniques -



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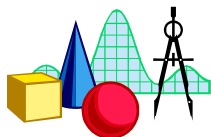
2.5 Developing, communicating, and maintaining high standards for individual and group behavior

What the classroom looks like:

- Reviews standards for behavior
- Reminds students of expected behavior
- Models positive behavior
- Uses silent signals
- Practices and implements transitions
- Accommodates classroom seating arrangements that benefit both individual and group needs
- Encourages students participations in classroom decision making
- Has open communications with students, students' families, peers
- Anticipates problems to minimize behavior issues
- Responds to inappropriate behaviors in an equitable way
- Has evidence that students know what to do
- Uses proximity to students
- Maintains student behavior standards
- Ensures students understand the consequences
- Provides ways for students to understand what is expected of individuals to make the group work well
- Designs learning focused tasks

Teacher's Instructional Methods:

Newsletters – Parent Conferences – Behavior standards reviewed in lessons – Consistent response to students – Group responsibilities – Class meetings – Home /Class contract – Reward system – Citizen of the month – Job Chart – Rules and Consequences posted – Data driven groupings – "Show Don't Say" – Silent Signals – Literature circles



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2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

What the classroom looks like:

- Posts classroom objectives and learning goals
- Addresses content standards
- Involves students in development of classroom procedures and routines
- Provides seamless transitions from one activity to next
- Provides adequate time based on knowledge of students' development to complete learning activities
- Gives support based on knowledge of students' physical, social, cognitive, and emotional development
- Develops daily schedules to maximize learning
- Adapts routines, procedures, and norms to ensure success of all students
- Models fairness and respect
- Respects and is aware of cultural diversity and learning abilities in the make-up of the class
- Responds to inappropriate behavior consistently
- Maintains routines
- Provides class outlines/syllabus

Teacher's Instructional Methods:

Class assignments posted – Posted rules and consequences – Newsletters – Web pages - Class meetings - Correction for behavior interfering with learning – Positive reinforcement – Timely feedback given – Class meetings – Involves students in assessment and monitoring of procedures - Daily/weekly planning – Various student response techniques – Facilitates students participation in developing procedures and routines – Agendas posted



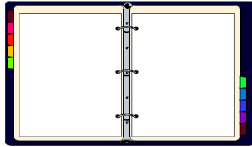
2.7 Using instructional time to optimize learning

What the classroom looks like:

- Implements appropriate pacing of instruction
- Posts agendas
- Avoids irrelevant topics
- Provides meaningful and relevant extension activities for remaining/extra instructional time
- Ensures students are productively engaged
- Implements seamless transitions from one activity to next
- Provides students with instructional time to complete learning activities
- Ensures that time spent on non-instructional processes is minimized (i.e. taking roll, distributing materials, collecting work, lining up)
- Demonstrates effective classroom procedures and routines for smooth transitions
- Provides extension activities for fast paced learners
- Re-directs students' off task behavior to utilize instructional time
- Paces instruction to accomplish learning goals
- Structures time for both independent and collaborative learning opportunities
- Scaffolds strategies for EL and/or struggling students

Teacher's Instructional Methods:

Structured learning activities during transitions - Minimize distractions – Consistent classroom schedule – Assertive discipline – Planned lessons - Enrichment opportunities – Active participation strategies – Agendas posted – Pacing charts – Scope and sequence – Visual timer – Silent Signals – Different methods to check for understanding



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Standard 3: Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks

What the classroom looks like:

- Uses state and district standards as curricular guideposts to align curriculum
- Uses assessments to provide the next structure for instruction
- Identifies and describes required grade level skills in the content areas
- Scaffolds instruction so that early skills are foundational and requisite for later, more complex, higher-order skills and knowledge
- Understands the importance of planned instruction to meet learning expectations
- Reinterprets historical events and literature based on the social understanding of the time
- Ensures that subject matter is not static; it changes
- Is familiar with how the content relates to students' development
- Knows the content, current findings, and how they are interpreted
- Is knowledgeable about subject matter
- Is knowledgeable of student's cognitive development
- Builds bridges between the new skills and content and students' prior experiences
- Provides instruction that supports all students' learning
- Uses academic vocabulary
- Makes relevant connections to standards during instruction to extend student learning
- Integrates key concepts, themes, relationships and connections across subject matter areas
- Incorporates different perspectives, appropriate to discipline
- Utilizes current understanding of relevant content standards and frameworks



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3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content

What the classroom looks like:

- Understands students' individual cognitive, social and physical development and scaffolds instruction accordingly
- Connects content to students' prior knowledge and their experiences
- Implementation of instructional strategies to match students' learning needs
- Engages and facilitates students' understanding by linking students' previous knowledge
- Scaffolds instruction to address achievement gaps for the full range of learners
- Builds understanding of English learners' levels of language acquisition to best support their learning
- Teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities
- Guides all students in using analysis strategies that provide equitable access of subject matter
- Uses some form of pre-assessment to make decisions about instruction, students' levels of readiness, interests, and learning profiles
- Designs instruction that is responsive to that motivates students
- Matches students' instruction with their pattern of abilities
- Acknowledges and understands students' cultural differences
- Transforms standards into incremental classroom targets and informs students of targets
- Checks for understanding so as to design instruction that meets students' learning needs
- Offers choices to encourage ownership



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3.3 Organizing curriculum to facilitate student understanding of the subject matter

What the classroom looks like:

- Knows how content is learned by students and when preparing to teach a concept considers students' prior knowledge and skills
- Organizes subject matter based on optimal pedagogical understanding to promote and support student learning
- Understand the different types of knowledge students must comprehend in order to master the subject matter, including factual, procedural knowledge, social skills, collaboration, group interaction, physical skills, and how it relates to students' development
- Plans a balanced program based on decisions about the skills and standards to be taught, determined by their priority or importance relative to students' level of knowledge
- Organizes and implements subject allowing adequate time for student comprehension and support for students' special needs
- Adjusts instruction within and across subject matter to ensure student learning
- Organizes instruction to reveal and value different cultural perspectives
- Organizes instruction to incorporate subject or grade level expectations and curriculum frameworks to support student learning
- Implements instructional strategies to demonstrate key concepts and their interrelationships
- Analyzes collected assessment data to plan for future instruction
- Provides instruction using a variety of strategies including flexible groups, scaffolded instruction, cooperative groups and individual needs



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3.4 Utilizing instructional strategies that are appropriate to the subject matter

What the classroom looks like:

- Utilizes a variety of instructional strategies to support and challenge students' diverse learning needs
- Builds on students' life experiences prior knowledge, and interests to make subject matter relevant to students
- Presents subject matter so that students are challenged to think critically
- Addresses different relationships within and across the subject matter
- Ensures that academic language is used by the full range of students illustrating an understanding of the subject matter
- Implements instructional strategies that reflect current pedagogical research that make the depth and complexity of subject matter understandable to all students

Teacher Instructional Methods:

Scaffolding – Group Activities — T-charts - Questioning strategies – Jigsaw - Blooms Taxonomy – Progress Monitoring Assessments – Word walls – Student Choice Boards – Reflective Journals – Centers - Ability Grouping - Anticipatory Sets – Cultural links – Third point - Connections to real life – Extension activities - Give one-Get one - Data achievement patterns used to design instruction — KWL charts



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3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students.

What the classroom looks like:

- Provides opportunities for students use available materials, resources and technologies to extend understanding and critical thinking
- Implements instructional strategies that reflect current pedagogical research
- Selects materials, resources, and technologies to support differentiated student learning
- Ensures students have access to the use of computers, calculators, internet, and other materials to enhance learning
- Ensures that all instructional materials have clear value in enhancing the full range of student understanding
- Uses technology to deliver key concepts in the subject matter
- Provides opportunities for students to participate and be actively engaged with instructional materials

Teacher Instructional Methods:

Teacher centered and student centered power point presentations – Interactive student activities - Smart board/Promethean boards utilized – Edusoft resources – Class website –Elmo/document projectors utilized – Computer grading systems – Accelerated Reader/Math programs available for student use – Video clips – DVDs- Electronic voting devices - CDs - Materials for remediation and acceleration are readily available – Sustained E-mails (at least 3 entries from each side) with colleagues, parents and or students regarding student progress



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3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content

What the classroom looks like:

- Uses available assessment data of primary language and English language proficiencies to deliver instruction of content matter
- Uses standards-based instruction, literacy strategies, SDAIE, and content English language development
- Engages English learners in assessing their own progress
- Addresses the English Language Development standards as they are related to the ELs' levels of language acquisition
- Clearly states or writes learning objectives
- Includes instruction on a wide range of scaffolded supports for language and content for the range of learners
- Implements instructional strategies to match students' learning needs offering several opportunities for students to approach and demonstrate learning
- Deliberately measures oral instruction using synonyms, paraphrases and/or repeats key words
- Scaffolds differentiated instruction using visuals, modeling, demonstrations, realia, and graphic organizers
- Provides seamless transitions from one activity to next
- Provides access to the critical concepts and themes in the academic content standards and state curriculum frameworks
- Groups (flexible) students by language proficiency levels/abilities targeting comprehensible level of instruction
- Provides time for students to work in a variety of cooperative structures requiring interaction
- Uses explicit strategies that aid in understanding of content
- Uses a variety of materials, resources and technologies to support subject matter content
- Allowed students some choice in learning activities
- Provides opportunities for students to be actively engaged in assessment and monitoring their own strengths and learning needs
- Integrates Individual Education Plans goals and objectives into instruction for Special Needs students

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- Structures in place for frequent student response and progress monitoring
- Ensures that students respond in complete sentences both verbally and written
- Uses a variety of questioning techniques based on cognitive development are implemented to check for understanding
- Provides alternative activities for remediation and for students who are competent in subject matter
- Models academic language is
- Provides adequate wait time for students to practice, internalize and respond to questions
- Uses proficiencies to ensure student understanding through instructional strategies that are appropriate to the subject matter

Teacher Instructional Methods:

Scaffolding – KWL charts - Graphic organizers - Realia – Assessment data to drive instruction – SDAIE – Agenda and time frames posted – Rubrics - Flexible grouping Student choice board - Word walls – Bloom's Taxonomy - Supplementary resources available – Print rich environments – Modeling - Questioning techniques – Use of paraprofessionals – Seamless transitions - Instruction to meet students learning styles and needs – Demonstrations – Manipulatives – Procedures posted – Time management activities – Newsletters in languages other than English – Family involvement nights – EL materials – Think-Pair-Share – Strategic seating charts



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Standard 4: Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, culturally background, and individual development to plan instruction

What the classroom looks like:

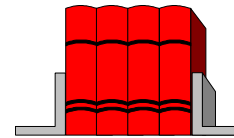
- Incorporates activities for "Getting to know Students"
- Implements instruction that draws upon students' backgrounds, interests and developmental learning needs and styles
- Implements content based class discussions
- Makes available scaffolding and extension options to enable all students to build on their previous learning (KWL, graphic organizers)
- Uses student background knowledge and experiences in instruction
- Allows for grouping activities and arrangements
- Becomes familiar with and sensitive to the background of students in different ethnic, language, socio-economic, and exceptionality groups
- Adapts activities and finds materials that engage students in learning the content and skills in the curriculum through familiar contexts that include students' background knowledge, interests, and personal strengths
- Has a repertoire of instructional activities and materials to draw upon to meet the needs of all students
- Incorporates students' prior knowledge and experience in the curriculum and instructional planning
- Provides opportunities for students to articulate the relevance and impact of lessons on their lives, families, and community
- Builds conceptual understanding by demonstration, modeling, realia, pictures, diagrams, hands-on activities
- Differentiates instruction based on students' strengths, interests, and needs
- Makes appropriate adaptations to meet students' unique needs
- Posts learning goals, addressing all students' language abilities and diverse learning needs
- Monitors students' attention prior to giving directions or providing information

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- Provides flexible groupings with varying activities focused on same concept
- Provides activities and materials which engage students in learning the curriculum content and skills
- Makes modifications for students who have specific learning differences
- Systematic checks for student understanding and revises instruction accordingly
- Implements culturally responsive pedagogy
- Instruction addresses stereotyping, bias, and assumptions about cultures and members of cultures
- Matches additional resources to students' diverse learning needs and cultural backgrounds

Teacher Instructional Methods:

Home visits – Collaboration – Learning contracts – Grouping activities – Check for understanding – KWL – Interest Inventories - Student Portfolio- Conferences with parents, colleagues, community members – Guest Speakers Experience charts – Class library with different book levels – Internet searches Media - Observations of students in and out of school



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4.2 Establishing and articulating goals for student learning

What the classroom looks like:

- Ensures "Learning Goals" are the desired learning outcomes or objectives for each lesson
- Translates important content into learning goals
- Clearly distinguishes Goals from activities
- Ensures that learning goals address all students' language abilities and diverse learning needs
- Includes goals that have values, thinking skills, performance skills, and/ or behavioral goals
- Articulates how the students' actions, attitudes, knowledge, and / or skills will be enhanced through participation in the learning activities
- Integrates goals and content standards with students' strengths, interests and learning needs
- Communicates clear, challenging and achievable expectations for students
- Ensures content learning goals are accessible, challenging and differentiated to address students' diverse learning needs
- Establishes and articulates long- and short-term learning goals for students
- Logically transitions short-term goals to the accomplishment of long-term goals
- Reflects specific goals, students' language, prior knowledge, home and school experiences
- Articulates and monitors students' learning goals
- Explains the appropriateness of the goals for particular students or groups
- Modifies or adjusts expected outcomes to meet the needs of particular students
- Intentionally describes the what, why, and how of the activity
- Uses visually vibrant information

Teacher Instructional Methods:

Grade level / Subject Matter planning meetings – Content contracts - Individual student / teacher conference and goal setting – Parent Teacher conferences – Challenging learning goals – Student reflection activities - Assessments – Newsletters – School wide goals – Websites - Portfolios Communications with parents – Rubrics – Family Math and Science Nights –



4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

What the classroom looks like:

- Structures learning activities over time to help students achieve essential academic learning goals
- Sequences instruction by choosing or creating instructional activities and materials that transition into next instructional learning plan
- Builds on previous activities or activates prior knowledge to help students achieve the intended learning goals
- Sequences activities and materials to reflect learning goals that specify knowledge, skills, and abilities students are to acquire
- Ensures that all students have the knowledge and skills needed to complete a learning activity, e.g., vocabulary, concepts, procedures, reading, writing, measuring, language, prior to implementation of next learning goal
- Comprehensively explains to students how the content of a particular lesson or learning activity fits with what came before and what will follow
- Identifies and explains the connections between activities, materials, and learning goals
- Writes individual descriptions of what was learned—aneecdotal records
- Incorporates professional knowledge into the prescribed curriculum, pace, and district assessment calendar
- Uses assessments to design long- and short-term planning
- Incorporates diverse subject matter perspectives in planning
- Examines a learning goal and determines the knowledge, skills, and abilities required to meet that goal
- Selects or creates a series of activities to help students acquire what they need to successfully achieve that goal
- Knows how mastery of one element is prerequisite to or related to learning another
- Examines and learns the table of contents of textbooks
- Creates or uses a syllabus for the course to distribute content and learning goals across the year
- Understands the district's curriculum and the particular concepts, knowledge, and skills that students are expected to master by the end of the school year
- Planning includes identifying the major categories of knowledge, skills, and abilities that students are expected to accomplish throughout the year

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Teacher's Instructional Methods

Cognitive tools to assess prior knowledge – Student goal setting — Cooperative groups – Ability Groups – IEP goals - Centers – Contracts– Assignments posted - Student Choice - Word walls - Presentation - Pacing Calendar Allows adequate time to accomplish learning goals - KWL - Choice– Interviews – Scaffold- ELD strands/ SDAIE – Graphic Organizers-Assessment data addresses achievement gaps – Think, write, pair share – Jigsaw – Thinking Maps – Framing Activities – Reframe tasks – T-charts – Exit Cards

Student Activities

Read – Write - Talk together - Exchange ideas — Class discussion —Perform – Present — Experiment — Art/craft activities — Group work —Centers – Power point presentations

Student Materials

Texts - Objects - Manipulatives - Workbooks - Crayons, markers, paints - Handouts - Worksheets – Paper/pencil - Audio tapes - Computers - Scissors, glue - Video tapes - Laserdiscs - Power point presentations – Transparencies – CDs – Graphic Organizers



4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

What the classroom looks like:

- Scaffolds instruction appropriately using framing activities to support student learning
- Offers a variety of materials or options within activities that reflect multiple learning modalities addressing the diverse learning population
- Differentiates instruction enabling each student to engage with the content to reflect integration of curricular guidelines, frameworks, and content standards which assess instructional needs to ensure student learning
- Structures materials and activities for English learners in a way that are accessible, given their current level of language development
- Structures materials and activities in a way that are accessible to the stated IEP goals
- Provides opportunities to work on tasks in small groups
- Includes in planning - breaking down knowledge, skills, and abilities into logically sequenced learning goals that reflect sets of more specific knowledge, skills, and abilities
- Chooses or creates specific learning activities, instructional materials, assessments, that are appropriate for their students' prior knowledge, experiences, interests, and backgrounds
- Progressively allows students to assume more responsibility for designing and conducting experiments
- Checks for understanding, prepares for adjustments and remediates or accelerates instruction, and individualize learning opportunities in activities - "Teachable moments"
- Draws upon knowledge of subject matter to identify where the current lesson or learning activity fits within the broader scope of the discipline as a whole as well as the curriculum
- Reviews specific knowledge, skills, and abilities students expected to learn
- Estimates the time necessary ensuring that the students are able to complete the learning activities within the time available
- Selects a manageable series of learning activities to develop student knowledge and skills to promote understanding of complex concepts
- Makes available materials, resources, and technologies to support the learning needs of all students
- Uses assessment data to inform differentiated instruction

Teacher's Instructional Methods:

Timelines – Scaffolding – Scope and Sequence – Deadlines - Benchmarks - Professional development – Curriculum Integration – Progress Assessments – Student incentives - Cross curricular planning – Progress reports - Unit planning Grade level/Subject matter planning – Sequencing - Parent communications - Daily assignment sheets – Academic and behavioral contracts – Thinking maps Technology based products – Graphic organizers – Grouping activities -



4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students

What the classroom looks like:

- Determines, before and after a lesson, whether students are making progress towards the learning goals
- Makes changes in plans in instruction if students are not making progress
- Monitors students' understanding of content through a variety of means
- Makes changes to plans in response to observed difficulties that students are having with instructional materials, the learning activities, or content
- Engages in long term monitoring of student understanding through reflecting on a lesson or series of lessons in light of student work or the pattern of student responses over time
- Focuses reflection on the extent to which students were able to meet the learning goals
- Reflects on how specific instructional methods, learning activities, and materials might have facilitated or hindered student understanding
- Does not simply move on to the next topic if students are not meeting the learning goals
- Modifies instructional plans to re-teach the missing concepts, methods, or skills, and/or incorporates further work in future instruction
- Modifications made in response to observed difficulties include:
 - Supplying different types of examples
 - Providing more structure for an activity
 - Extending the period of time for student to work
 - Scaffolding an activity so that students can accomplish more than they might on their own
 - Approaching a concept through different mediums
- Monitors by a variety of informal means:
 - Asking questions
 - Paying attention to nonverbal cues from students
 - Watching for signs of student progress
 - Student misconceptions when checking student work
- Ensures that the Culturally Diverse classroom:
 - Is sensitive to the verbal and nonverbal signals that each student might use to indicate that she or he does not understand textbook passages
 - Has insight into culturally specific ways of a student expressing understanding and confusion

- Provides graphic organizers to help students understand textbook passages
- Has students talk about what was easy and what was difficult about a unit that they have just completed
- Collects information about their students' responses and modifies the next use of each activity or unit
- Does not ignore the individual needs of students who master the content easily or those who need more support
- Adjusts instruction when teacher recognizes a "teachable moment" and changes plans to capitalize on it
- Anticipates student misunderstanding and difficulties
- Checks for student misunderstanding and difficulties during instruction and learning activities
- Responds to signs of student misunderstanding with a wide repertoire of modifications to accommodate diverse student needs

Teacher's Instructional Methods:

Peer tutoring – Modified pen and paper activities – Audio tapes – Tutorials - Extended time - Privacy Shade – Vocabulary support – Ongoing assessments – Small group needs-based instruction – Student / Teacher Conference – Mini Lessons – Visual aids - Graphic organizers – Technology – Interventions – Manipulatives

Standard 5: Assessing Students For Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

What the classroom looks like:

- Identifies and uses multiple sources of information to inform his/her understanding of student progress toward meeting learning goals
- Uses different types of assessments to inform instruction
- Selects assessment strategies and instruments appropriate to the learning outcomes being evaluated
- Implements assessment concepts (validity, reliability, and bias) to the appropriateness of the students
- Grading practices reflect student learning
- Models the methods that students will use to explore and find answers to questions
- Implements different types of formative and summative assessments, addressing students' needs and progress
- Identifies specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency
- Allows English learners and students with special needs various methods to demonstrate learning
- Examines short term goals periodically in light of student progress
- Modifies learning goals as needed
- Reflects, through assessments, district curriculum and student expectations as well as their levels of knowledge
- Allows students to demonstrate understanding of learning goals before, during, and after a lesson
- Revises learning goals to support or extend learning in light of subtle signs of student progress



5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

What the classroom looks like:

- Identifies and uses multiple sources of information to inform his or her understanding of student progress toward meeting learning goals (Standardized, diagnostic tools, and developmental assessments)
- Teacher observations and documents in:
 - Anecdotal records or notes
 - Student responses to teacher
 - Running records
 - Student dialogue with teacher
 - Essays
 - Student dialogue with peers
 - Performance tasks
 - Interviews with students
 - Teacher made tests
 - Interviews with families about relevant student achievements and activities outside of school
 - Standardized tests
 - Current grade book
 - Teacher journal
 - Student portfolios
- Makes adjustments for differentiated planning for single lessons or sequence of lessons based on analysis of assessment data
- Designs and integrates assessment plan that provides both formative and summative assessment data on student learning
- Allows English learners and students with special needs various methods to demonstrate learning
- Uses assessment strategies to implement and monitor individualized student learning goals – including IEP goals
- Communicates with families to gather information about all students and their learning
- Uses concepts learned to derive new information, connect to previously learned concepts, solve real-world problems, and recognize the concepts in different settings.
- Uses a variety of sources to collect information about student learning

- Collects multiple sources of information for learners who are not yet fluent speakers, readers, or writers of English or special needs students
- Takes into account students who may have limited backgrounds due to limited exposure to oral and written standard English
- Collects information on English learners or students with special needs progress in achieving literacy in different content areas
- Collects information about their students' abilities to demonstrate and use specific content knowledge and content specific skills through a method that does not require communication skills that students clearly do not yet possess
- Collects information specifically focused on knowledge and skills that the teacher has reason to believe the students have acquired through the learning activities for all students
- Requires knowledge and skills that are within the students' current ability levels
- Uses multiple sources of data to identify critical gaps in student understanding and skills
- Imbeds assessment within instruction
- Plans a wide range of appropriate assessment strategies and uses the results to understand student progress
- Assesses student behavior to support learning
- Interprets data based on how an assessment is scored and what results it reports
- Keeps a continuous and comprehensive record of group and individual achievement



5.3 Reviewing data, both individually and with colleagues, to monitor students

What the classroom looks like:

- Reviews student assessment data with colleagues to identify trends, causes, and patterns among groups of students
- Reviews and monitors available assessment data, required by the site and district processes
- Uses assessment results to monitor teaching, guide planning and differentiate instruction
- Determines when and how to revisit content that has been taught through assessment information
- Uses assessment data to eliminate gaps between students potential and their performance
- Uses assessment results in planning instruction for support of English learners and students' IEPs
- Monitors a variety of data on student learning, individually and with colleagues, to identify trends and patterns among groups of students
- Reviews and monitors a broad range of data to identify underlying causes for trends
- Facilitates collaborative work to identify and address underlying causes for achievement patterns and trends



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5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

What the classroom looks like:

- Is prepared with a plan when a group of students do not understand a concept or learn how to use a skill or procedure
- Uses a variety of assessment data to set student learning goals for content and academic language
- Uses level of student understanding to improve use of instructional methods, materials, and learning activities
- Uses student learning to plan and differentiate instruction to meet the individual and group learning needs
- Works on enhancing, strengthening, and further improving the understanding and skills of students who are on track
- Redirects or assists students who need extra help
- Takes into account all of the students in the class when monitoring, adjusting, and providing feedback
- Analyzes teaching of a lesson in terms of the successes and areas needing improvement
- Consciously reflects on lessons and analyzes his/her own strengths and weaknesses to learn from experiences and improve teaching skills
- Demonstrates skills by constructively critiquing their own performance
- Assigns specific tasks designed to ensure that each student assumes responsibility for a critical piece of the group work
- Monitors student understanding and makes adjustments in the course of teaching a lesson
- Uses assessments to adjust and differentiate instruction while teaching in response to student needs
- Uses information from a variety of ongoing assessments to:
 - Support class
 - Modify
 - Plan
 - Support individual student needs
 - Support student achievement



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5.5 Involving all students in self-assessment, goal setting, and monitoring progress

What the classroom looks like:

- Provides routine opportunities for students to examine, reflect, and revise their own work
- Makes assessments integral to the learning process
- Ensures assessments are an interactive process between the teacher and students
- Routinely supports and teaches students to develop their meta-cognitive skills and strategies to examine, reflect, and revise their own work
- Clearly communicates learning objectives, outcomes, and summative assessment results
- Models and provides opportunities for students to learn a variety of methods for assessing their work
- Develops and uses tools and guidelines that help all students assess their work and monitor their learning goals
- Provides systematic opportunities for students to revise their work in response to their self-critique so they learn how to improve performance
- Provides students with the vehicle to understand a target for their learning from clear learning goals and performance criteria
- Communicates performance criteria through:
 - Rubrics
 - Examples of student work at different levels
 - Several student papers that illustrate a range of performances
- Provides ongoing opportunities for student reflection and self-assessment integrated into learning activities
- Fosters the habit of self-assessment in students
- Engages students in applying the rubric or analyzing their own work to ensure that students can identify elements that make their work strong
- Allows students to create performance criteria
- Enables students to relate their work to criteria provided by the teacher
- Provides opportunities for students to self-assess across content areas
- Provides opportunities for students to apply strategies for evaluating communication learned in English/language arts to assess their written work and understanding of text
- Allows opportunities for students to solicit feedback from others, including peer discussion and reflection

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- Provides students with substantial support when they are learning the strategies for self-assessment in the form of graphic organizers, rubrics, specific procedures, questions to self-monitor
- Provides opportunities for students to complete the processes by revising and reassessing their work
- Provides students with the tools necessary to understand what they did well and what needs improvement
- Provides opportunities for all students to demonstrate and reflect on their learning inside and outside the classroom
- Monitors progress using available tools for recording data
- Models an scaffolds student self-assessment and goal setting processes for learning content and academic language development



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5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

What the classroom looks like:

- Becomes familiar with technology resources that support assessment practices
- Uses technology to analyze student learning and inform instruction
- Uses technology resources to communicate students' learning to students and their families
- Uses technology resources to contact families, as needs arise, regarding struggling students or behavior issues
- Uses available technology to record assessments and determine proficiency levels
- Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students
- Ensures that communications are received by those who lack access to technology



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5.7 Using assessment information to share timely and comprehensible feedback with students and their families

What the classroom looks like:

- Communicates students' learning to assist families, support teachers, instructional aides, in identifying ways to improve individual student learning
- Teaches students how to identify and communicate progress in learning
- Provides opportunities for students to participate with the teacher to exchange information about their learning to encourage academic progress
- Provides all students with additional information through assessed work and required summative assessments and they engage in learning activities
- Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement
- Methods of communicating progress to students include:
 - Letter grades
 - District achievement criteria
 - Rubrics
 - Report cards
 - Test scores
 - Conferences
 - Detailed narrative descriptions
 - Portfolios of student work with commentary
 - Comments on individual pieces of student work
- Assist students in using a portfolio of their work to illustrate their progress in terms of rubrics
- Sends notes home to families with comments on positive aspects of student work, areas of focus for improvement, suggestions for families to support student progress in academics and behavior
- Handles communication in a non-threatening way that is respectful of the cultural diversity in the community
- Is sensitive to the effects that a call to a family member at work or home could have
- Provides families with ways to use assessment information at home to improve student learning

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- Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures
- Communicates student progress to parents or guardians:
 - Scheduled conferences with families
 - Telephone calls
 - Web pages, e-mails
 - Written notes about positive events or individual needs
 - Student work sent home
 - Class newsletters
 - Home visits



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Standard 6: Developing as a Professional Educator

6.1 Reflecting on teaching practice in support of student learning

What the classroom looks like:

- Engages in self-directed improvement
- Maintains a focus on instructional goals
- Questions and reflects **after** lessons:
 - Were my students productively engaged?
 - Did my students learn what I had intended them to learn?
 - Could the class run more smoothly?
 - Did I treat all students with fairness and respect?
 - Did I discover, as I started my lesson with my students, that they were missing a critical prerequisite skill?
 - Were the activities and work expected appropriate?
- Does my assessment match the learning goal or objective?
- Professionally converses among colleagues as an opportunity for reflection
- Reflects on practice and considers alternative approaches to move practice forward
- Reflection leads directly to improved planning and therefore to enhance interaction with student learning
- Assesses own teaching to learn strengths as well as areas to target for development
- Collaborates with colleagues or draws upon areas of strength, to support own teaching
- Develops awareness of potential bias that might influence teaching or affect student learning
- Assesses growth as a teacher over time
- Analyzes teaching to understand what contributes to student learning
- Formulates professional development plans that are based on reflection and analysis
- Develops awareness of potential bias that might influence teaching or affect student learning

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6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

What the classroom looks like:

- Sets and modifies professional goals connected to the CSTP, to improve instructional practice and impact student learning
- Ensures that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and personal reflections
- Engages in professional growth that are goal directed, arise from identified needs, and reflect areas of priority to the teacher, the school, or the district
- Seeks out or tracks professional growth activities through courses, conferences, workshops, study groups, journal articles, conversations with colleagues, and seminars
- Engages in professional development activities beyond those required by their district and induction programs
- Engages in professional activities to develop his or her skill in teaching
- Continues to seek out and refine approaches that make the curriculum accessible to all students
- Expands knowledge and effective application of new instructional methods and technologies
- Uses professional literature, district professional development and other professional opportunities to increase the understanding of teaching and learning
- Participates in and contributes to the professional community
- Serves on school or district curriculum committees
- Contributes to or participates in professional organizations
- Maintains an attitude of lifelong learning
- Becomes involved with people who are learning
- Engages in ongoing inquiry into teacher practice for professional development
- Tutors students in after-school programs



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6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

What the classroom looks like:

- Interacts with students' community to ensure that all students' diverse learning needs, interests, and strengths are met
- Acquires a deep understanding of students' cultures
- Identifies and accesses community resources to enhance learning experiences and to gain knowledge about community agencies
- Locates the local resources for students who may need certain resources or information from community facilities
- Makes a concerted effort to become aware of local resources and appreciate their value to the curriculum
- Promotes collaboration between school and community
- Considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand content
- Supports students with experiences derived from the community to support their learning
- Fully attends staff, grade level, department, and other required meetings and collaborations
- Contributes to school-wide events, activities and decision making
- Collaborates with colleagues to improve student learning and reflect on instructional practice at the classroom level
- Establishes and maintains productive relationships with other school staff to become a visible and valued member of the school and district communities
- Remains receptive to the feedback of colleagues, mentors, and supervisors in support of teaching practice and student learning
- Contributes to the learning of other educators
- Benefits from and contributes to professional organizations to improve teaching practices
- Supports school and district goals
- Benefits from and adds to the knowledge base of the profession
- Collaborates with colleagues for the benefit of the entire instructional program
- Works with specialists, school committees, curriculum projects, paraprofessionals, and other educators

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- Is aware of the instructional approach being used by specialists working with students in their classrooms and keeps close communications with those specialists
- Is familiar with whom on staff has specialized expertise
- Develops and shares one's own expertise
- Works with veteran teachers to effectively implement strategies to the educational environment
- Concentrates on collaboration with colleagues that directly benefits students
- Gains experience and develops confidence in their own skills
- Participates in professional organizations
- Subscribes to professional journals
- Participates in professional learning communities



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6.4 Working with families to support student learning

What the classroom looks like:

- Engages families as sources of knowledge to enhance learning experiences for students
- Values and respects students' family backgrounds, communicates with families regarding student learning, and engages families, as appropriate, in the instructional program
- Communicates to families in ways which show understanding and respect for cultural norms
- Uses a number of techniques to thoroughly and comprehensibly keep families informed about the instructional program and each child's progress in the curriculum
- Uses a number of techniques to thoroughly and comprehensibly keep families informed about events such as open house, back to school night, or student-initiated parent evenings
- Keeps families informed of their child's progress in the curriculum, based on awareness of cultural norms and a wide range of experiences, in a variety of ways:
 - in narrative summaries;
 - student portfolios;
 - student-led conferences;
 - report cards;
 - web pages;
 - E-mail; and
 - parent conferences
- Provides opportunities for all families to participate in the classroom and school community

Teacher Instructional Methods

Written notes about individual needs – Home visits – E-Mails – Web pages – Newsletters in appropriate languages – Conferences – Telephone calls – Sending student work home to be reviewed – Report cards – Weekly folders- Proficiency / Deficiency notices – Portfolios of student work – Home visits – Homework buddies – Learning contracts – Family nights – Back to school

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6.5 Engaging local communities in support of the instructional program

What the classroom looks like:

- Develops an awareness and dynamics about local neighborhoods and communities surrounding and supporting the school
- Acquires a deep understanding and respect of students' cultures
- Interacts with students' community to enrich the instructional programs and enhance student learning opportunities for students
- Locates resources for students who may need certain resources or information from community facilities
- Promotes collaboration between school and community
- Considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand content
- Provides students with community based experiences to support their learning

Teacher Instructional Methods

Google maps for class informational purposes – Guest speakers – Community scavenger hunt – Participate in community projects – Field trips – Community library visits – Career days – Junior achievement scheduling – Red Ribbon / Drug awareness Activities – Cross age tutoring – Volunteering in community projects



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6.6 Managing professional responsibilities to maintain motivation and commitment to all students

What the classroom looks like:

- Develops an understanding of professional responsibilities, integrates those into advanced planning, and prepares for situations that may be challenging
- Develops strategies to balance professional responsibilities with personal needs
- Continues to challenge self intellectually and creatively throughout career
- Manages stress and maintain a positive attitude towards students and colleagues
- Identifies sources of engagement and renewal in professional work
- Pursues ways to support students' diverse learning needs
- Supports colleagues to maintain methods to ensure that all students achieve
- Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning



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6.7 Demonstrating professional responsibility, integrity and ethical conduct

What the classroom looks like:

- Remains informed of, understands, and upholds all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities:
 - Takes responsibility for students academic outcomes;
 - Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students;
 - Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs;
 - Reports suspected cases of child abuse, and/or neglect to appropriate agencies;
 - Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment;
 - Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior;
 - Complies with legal and professional obligations to protect the privacy, health and safety of student, families, and other school professionals;
 - Models appropriate behavior for students, colleagues, and the profession;
 - Acts in accordance with ethical considerations for students; and
 - Maintains professional conduct and integrity in the classroom and school community
- Contributes to school and students success by being knowledgeable of learning goals, standards, and established objectives
- Meets professional obligations to implement school, district, state, and federal guidelines and policies
- Extends knowledge about professional and legal responsibilities for students' learning, behavior, and safety
- Maintains professional conduct and integrity in the classroom, school and community
- Interacts appropriately with students and families outside the classroom
- Demonstrates professional obligations to students, colleagues, school, and profession
- Keeps "profession" in professional by demonstrating appropriate attitude, behavior, and appearance



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