Maine Schools for EXCELLENCE

Enhancing Educator Effectiveness and Student Learning

Teacher Evaluation and Professional Growth Rubric

COMPANION GUIDE 2.0

2015

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This Companion Guide was created to accompany the 2014 MSFE TEPG Rubric. Please visit the MSFE website (http://www.maine.gov/doe/excellence/resources/index.html) to obtain updated information and resources.

This companion guide contains excerpts from the following three publications:

Excerpts from *What Teachers Should Know and Be Able to Do* are reprinted with permission from the National Board for Professional Teaching Standards (NBPTS). All rights reserved.

Excerpts from the InTASC learning progressions for teachers 1.0 are adapted with permission from the Council of Chief State School Officers (CCSSO).

Excerpts from the *Framework for Teaching* are adapted with permission from the Danielson Group.

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Overview

Maine Schools for Excellence Teacher Evaluation and Professional Growth Rubric

The Teacher Evaluation and Professional Growth (TEPG) rubric was developed by Maine educators, in collaboration with the National Board for Professional Teaching Standards, as part of the federal Teacher Incentive Fund (TIF) Grant Project known as the Maine Schools for Excellence (MSFE). The rubric provides a description of effective teaching practices based on standards for accomplished teaching from the National Board for Professional Teaching Standards (NBPTS). The 13 standard indicators are organized into five larger constructs known as the Five Core Propositions and are linked to the NBPTS Architecture of Accomplished Teaching (see Appendix B)—a visual construct for the practices and processes employed by accomplished teachers.

The TEPG rubric guides the self-assessment, the goal-setting process, and the collection of evidence throughout the evaluation cycle, as well as feedback from evaluators and peer observers, standard-level ratings of teacher performance, and recommendations for professional learning and growth.

In drawing upon the research-based standards for accomplished teachers, the MSFE TEPG rubric also offers teachers a roadmap to engage with the National Board's highly regarded programs, including the National Board Certification process. Additionally, it provides opportunities for teachers to take on leadership roles aimed at cultivating shared understanding of these professional practice standards, such as facilitating communities of practice, serving as a mentor or coach, or participating on committees designed to make decisions and lead initiatives related to curriculum, instruction, assessment, evaluation, and professional growth.

In using the National Board standards, the TEPG rubric aligns closely to the InTASC Model Core Teaching Standards, which have been identified as "the standard for teacher effectiveness in Maine schools" (Code of Maine Rules, Chapter 180, Section 5[1]). This standards alignment means that teacher preparation and new teacher induction programs will be able to readily translate their work into the National Board for Professional Teaching Standards' description of the knowledge, skills, and dispositions of accomplished teachers

[1] Chapter 180 is the rule that "establishes standards and procedures for implementation of performance evaluation and professional growth systems for educators, as required by Chapter 508 of Title 20-A of the Maine Revised Statutes," per the rule's summary.

TEPG Rubric Core Propositions and Standard Indicators

The Core Propositions and standard indicators for accomplished teachers are presented in Figure 1.

Figure 1. NBPTS TEPG Rubric Core Propositions and Standard Indicators

Source. Prepared from the National Board for Professional Teaching Standards policy statement, *What Teachers Should Know and Be Able to Do*, a cornerstone of the system of National Board Certification and guide to school districts, states, colleges, universities, and others interested in strengthening teaching practice and the profession of teaching (www.nbpts.org).

National Board for Professional Teaching Standards

The foundation for the TEPG program are the following NBPTS Five Core Propositions and 13 related standard indicators that specify the knowledge, skills, abilities, and dispositions required for accomplished teaching.

Core Proposition 1. Teachers are committed to students and their learning.

1.1 Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.

1.2 Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.

1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

2.1 Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

2.2 Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

2.3 Goal-Focused Planning. The teacher plans instruction rich in **higher order thinking** to meet clearly identified goals and objectives for student learning.

Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

3.1 Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

3.2 Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

3.3 Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.

Core Proposition 4. Teachers think systematically about their practice and learn from experience.

4.1 Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.

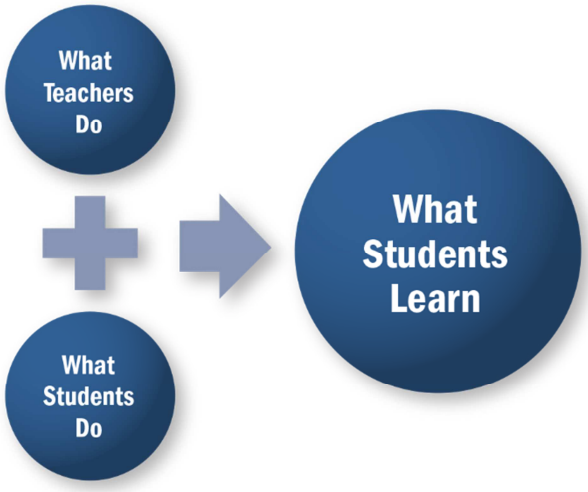
4.2 Continuous Professional Growth. The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities.

5.1 Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

5.2 Engagement With Caregivers[2] and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Figure 2. Evidence-Based Teaching



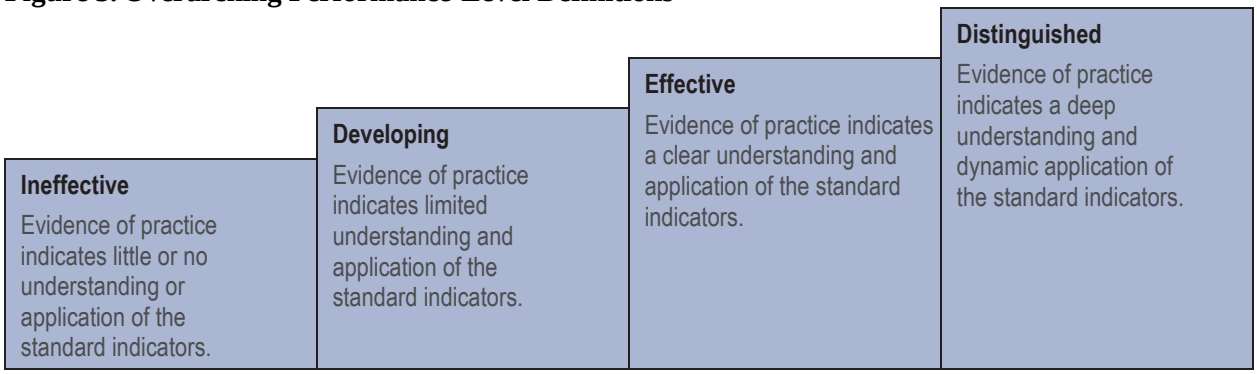
Quoting the National Board, evidence-based teaching is "a way of structuring classroom planning and instruction that allows teachers to continuously collect, interpret and use evidence of student learning to make appropriate decisions that guide future instruction. Evidence-based teaching is the process of continually using data (e.g., observations, student work, assessments, responses to questions) to ensure teaching is tightly aligned to individual student needs and to ensure high levels of learning." As illustrated in Figure 2, for student learning to occur, there must be a strong connection between what teachers do to facilitate student learning and what students do accomplish their learning. And the process naturally presumes that teachers know what to do and are able to do it.

[2] The terms "family," "parent," and "caregiver" are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of students.

TEPG Rubric Performance Levels

The TEPG rubric describes a continuum of practice for each standard indicator and includes four detailed levels of performance. Each performance level is briefly defined in Figure 3.

Figure 3. Overarching Performance-Level Definitions



Ineffective describes actions and behaviors of a teacher's practice that are inappropriate for the students, the subject, or the learning environment or reflects a lack of understanding of students, content, or pedagogy.

Developing describes teaching that reflects a small repertoire of strategies and instructional behaviors. The practices of beginning teachers often will indicate this level of performance as they begin to expand their skills and knowledge of the teaching craft.

Effective represents the expectations for teacher performance and describes expectations for proficient teaching, with a diverse set of strategies well implemented to reach all students. The practices of experienced teachers are expected to demonstrate effective performance in most of the standard indicator areas.

Distinguished describes a teacher's actions and behaviors that consistently reach beyond the expectations for effective practice. Determining this level of performance often requires the collection of consistent evidence gathered over the course of the year. In other words, the label is used to describe an exceptional performance level that many teachers reach occasionally or in some elements of their practice, but few teachers' practice demonstrates consistently over time.

Maine Schools for Excellence 2015 Companion Guide

This document is meant to serve as a Companion Guide to the 2015 MSFE Teacher Evaluation and Professional Growth Rubric. The purpose of this guide is to help teachers and administrators

- Learn more about the NBPTS Core Propositions and related professional practice standards.
- Gain a deeper understanding of how teachers demonstrate proficiency in practice.
- Encourage and support teacher self-reflection on current practices.
- Engage in improvement-focused professional conversations about teacher practice.
- Identify steps that teachers can take to improve and enhance their practices and guide districts to identify job-embedded opportunities to support teachers.

The guide has been divided into several substantial sections:

- **Overview.** This section provides some of the history of the Maine Schools for Excellence program, the National Board for Professional Teaching Standards, and the development of the MSFE TEPG Rubric, as well as a description of the rubric performance levels.
- **Core Proposition and Standard Indicator Detail.** This section provides further explanation of each standard indicator in detail, including
  - A descriptive narrative that provides an overview of the entire standard indicator
  - Key Elements and Questions for Reflection for observers and teachers to consider
  - Performance-Level Descriptors from the TEPG rubric
  - Critical Attributes for the specific performance level
  - Possible Examples for the specific performance level
  - Implications for Professional Growth to support teacher improvement along the continuum of performance levels
- **Appendices.** This section includes additional resources that relate to the use of the 2015 Companion Guide and a glossary.

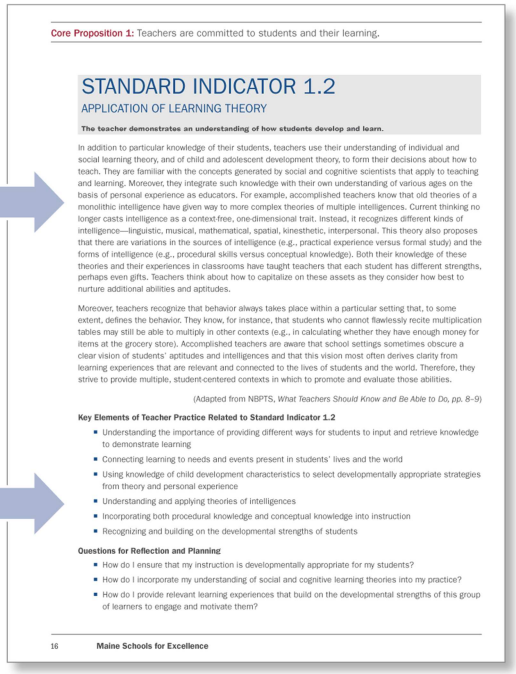
A fully downloadable version of this text as well as many other resources can be found on the Maine Schools for Excellence website (http://www.maine.gov/doe/excellence/resources/index.html).

Demonstration in Practice

Below is a sample of Standard Indicator 1.2.

Descriptive narrative

Key Elements and Reflective Questions



Core Proposition 1: Teachers are committed to students and their learning.

STANDARD INDICATOR 1.2

APPLICATION OF LEARNING THEORY

The teacher demonstrates an understanding of how students develop and learn.

In addition to particular knowledge of their students, teachers use their understanding of individual and social learning theory, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their own understanding of various ages on the basis of personal experience as educators. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts intelligence as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence—linguistic, musical, mathematical, spatial, kinesthetic, interpersonal. This theory also proposes that there are variations in the sources of intelligence (e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus conceptual knowledge). Both their knowledge of these theories and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences and that this vision most often derives clarity from learning experiences that are relevant and connected to the lives of students and the world. Therefore, they strive to provide multiple, student-centered contexts in which to promote and evaluate those abilities.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 8–9*)

Key Elements of Teacher Practice Related to Standard Indicator 1.2

- Understanding the importance of providing different ways for students to input and retrieve knowledge to demonstrate learning
- Connecting learning to needs and events present in students' lives and the world
- Using knowledge of child development characteristics to select developmentally appropriate strategies from theory and personal experience
- Understanding and applying theories of intelligences
- Incorporating both procedural knowledge and conceptual knowledge into instruction
- Recognizing and building on the developmental strengths of students

Questions for Reflection and Planning

- How do I ensure that my instruction is developmentally appropriate for my students?
- How do I incorporate my understanding of social and cognitive learning theories into my practice?
- How do I provide relevant learning experiences that build on the developmental strengths of this group of learners to engage and motivate them?

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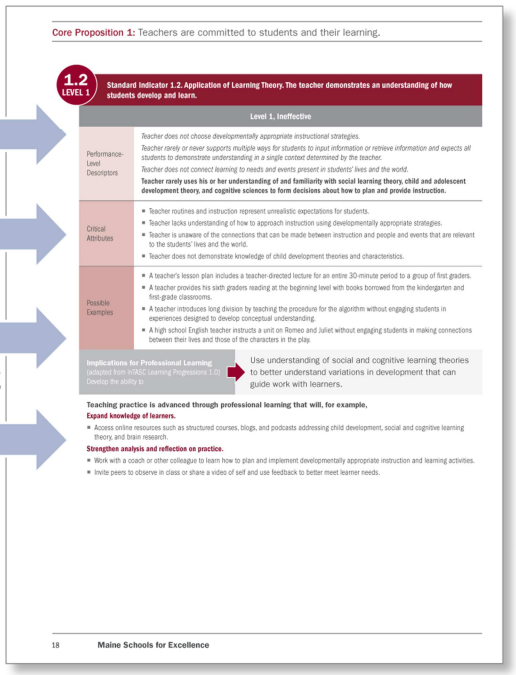
Performance-level descriptors

Critical attributes

Possible examples

Professional learning implications



Core Proposition 1: Teachers are committed to students and their learning.

1.2 LEVEL 1 **Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.**

Level 1, Ineffective

Performance-Level Descriptors	*Teacher does not choose developmentally appropriate instructional strategies.* *Teacher rarely or never supports multiple ways for students to input information or retrieve information and expects all students to demonstrate understanding in a single context determined by the teacher.* *Teacher does not connect learning to needs and events present in students' lives and the world.* **Teacher rarely uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**
Critical Attributes	▪ Teacher routines and instruction represent unrealistic expectations for students. ▪ Teacher lacks understanding of how to approach instruction using developmentally appropriate strategies. ▪ Teacher is unaware of the connections that can be made between instruction and people and events that are relevant to the students' lives and the world. ▪ Teacher does not demonstrate knowledge of child development theories and characteristics.
Possible Examples	▪ A teacher's lesson plan includes a teacher-directed lecture for an entire 30-minute period to a group of first graders. ▪ A teacher provides his sixth graders reading at the beginning level with books borrowed from the kindergarten and first-grade classrooms. ▪ A teacher introduces long division by teaching the procedure for the algorithm without engaging students in experiences designed to develop conceptual understanding. ▪ A high school English teacher instructs a unit on Romeo and Juliet without engaging students in making connections between their lives and those of the characters in the play.
Implications for Professional Learning (adapted from INTASC Learning Progressions 1.20) Develop the ability to	Use understanding of social and cognitive learning theories to better understand variations in development that can guide work with learners.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learners.

▪ Access online resources such as structured courses, blogs, and podcasts addressing child development, social and cognitive learning theory, and brain research.

Strengthen analysis and reflection on practice.

▪ Work with a coach or other colleague to learn how to plan and implement developmentally appropriate instruction and learning activities.

▪ Invite peers to observe in class or share a video of self and use feedback to better meet learner needs.

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Teachers can showcase their practice in ways that ensure they have the opportunity to provide information about their classroom instruction but also about aspects of their practice that can be difficult to observe. The purpose of the TEPG program is to gain a full picture of a teacher's practice. The different standards can best be addressed by various types of interaction between administrators and teachers. What follows is a partial list of some ways that information about a teacher's practice can be shared.

Professional Conversations: Evidence for some components of the TEPG rubric, those that cannot be observed, are best demonstrated through professional conversations. Professional conversations, such as those held during pre- and post-observation conferences, allow teachers to share information about their lesson plans and background knowledge. This may include explaining why students are grouped a certain way or how the use of a certain teaching strategy was based on the teacher's knowledge of student needs. Throughout the TEPG rubric, behaviors that cannot be observed directly in the classroom are indicated by the use of **bold** print. Professional conversations also afford teachers the opportunity to explain the thought process behind decisions made during the course of instruction.

Classroom Observations: In the rubric, *italic* font indicates that a practice is a part of a teacher's practice that is directly observable in the classroom. While not the only component of the TEPG program, classroom observations are a central aspect of the evaluation process.

Artifacts: Artifacts created as a part of teachers' practice also serve as evidence of proficiency. Artifacts, or teacher-collected evidence, can support the teacher's explanation of practice in professional conversations and are important evidence of teachers' growth toward professional goals. Evidence of performance on Core Propositions 4 and 5 are shared through the teacher's submission of evidence and the professional goal-setting process. Artifacts can also be shared during professional conversations, uploaded into electronic evaluation data management systems, or gathered during a classroom observation.

Core Propositions and Standard Indicators

STANDARD INDICATOR 1.1

UNDERSTANDING OF STUDENTS

The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.

To respond effectively to individual differences, teachers must know many things about the particular students they teach: their individual physical, social, and emotional needs and makeups, as well as relevant characteristics of their lives that affect their learning: such as whom their students go home to at night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is not trivial, for teachers use it constantly to decide how best to tailor instruction.

As diagnosticians of students' interests, abilities, and prior knowledge, skillful teachers learn to read their students, anticipating what concepts and activities certain students may find problematic. By keeping a finger on the pulse of the class, teachers decide how to alter their approaches to differentiate instruction by working with individual or groups of students in particular areas of need, enriching instruction with alternative examples, explanations, or activities.

Proficient teachers learn from their experiences. They learn from listening to their students, from watching them interact with peers, and from reading what they write. The information they acquire about students in the course of instruction subsequently becomes part of their general knowledge of education. In their efforts to work with children different from themselves, teachers monitor both what they see and hear and what is not so close to the surface. They must strive to acquire a deep understanding of their students, and the communities from which they come and that shape students' outlooks, values, and orientation toward schooling.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 8*)

Key Elements of Teacher Practice Related to Standard Indicator 1.1

- Being present, observant, and responsive to students
- Knowledge of students' interests and abilities
- Ability to gather and utilize information on students' prior knowledge and readiness for the learning
- Use of IEPs, 504 plans, and other documents to gain knowledge about learner needs
- Consideration of the influence of home circumstances
- Knowledge gained through observations of interactions with peers
- Knowledge gained from examining student work
- Understanding of different cultures and applying **culturally responsive teaching** practices
- **Differentiation** of tasks, assessments, and modes of response on the basis of the other key elements

Questions for Reflection and Planning

- How am I using what I know about my students as individuals and as a group that will inform my teaching?
- How am I adjusting my practice to accommodate students' needs to provide access to the learning?
- What do I know about their interests and background that can help me to better connect with each student and differentiate instruction to make it **relevant** and appropriate for each learner?

1.1 LEVEL 1	
Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher provides primarily whole-group instruction with no **differentiation**. This results in accessible and challenging instruction for few to no students.* **Teacher demonstrates little or no awareness or understanding of individual students' learning needs or their backgrounds, abilities, and interests.**
Critical Attributes	■ Teacher does not try to ascertain variations in ability levels among students in the class. ■ Teacher is not aware of students' interests, backgrounds, or cultural heritages. ■ Teacher takes no responsibility to learn about students' medical or learning disabilities detailed in 504, IEP, or other documented learning plans. ■ Teacher primarily teaches to the whole group with no **differentiation** or modifications
Possible Examples	■ The teacher plans to give her Level 1 and 2 ELL students the same assignment she gives the non-ELL students in the class. ■ The teacher uses the same examples and approaches to teach a mathematical concept to all students despite the fact that assessment data show a number of students do not have the prerequisite skills to address the content. ■ The teacher plans to teach the class, in which the students represent four religions, Christmas carols.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen knowledge of and apply approaches to adapting instruction to meet the specific needs of individuals and groups of learners.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learner diversity and its implications for adjusting instruction.

- Seek out resources to gain knowledge about the various cultures and family structures represented within the classroom and community and ways to consider aspects of these differences when planning instruction.
- Consult with colleagues and specialists and identify and use data sources to deepen understanding of exceptional learner needs and options for adapting instruction.

Strengthen analysis and reflection on practice.

- Work with a coach or other colleague to better understand how to adjust practice to meet particular learner needs.

Build skill in problem solving to ensure the achievement of learner outcomes.

- Work collaboratively to identify and effectively use resources that can support particular learning needs.

1.1 LEVEL 2	
Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher is aware of student needs and interests but tends to teach to the whole group with few **differentiated** opportunities for students. Teacher shows limited understanding of students' backgrounds and interests. This results in accessible and challenging instruction for only some students.* **Teacher demonstrates some recognition and understanding of some individual students' learning needs, as well as their backgrounds, abilities, and interests.**
Critical Attributes	■ Teacher is aware of the different ability levels in the class but regularly offers the same activity and assignment to all students. ■ The teacher is aware that students have different interests and backgrounds but rarely draws upon their contributions or **differentiates** materials to accommodate those differences. ■ Teacher is aware of students' medical or learning needs detailed in 504, IEP, or other learning plans but struggles to accommodate the implications of these needs.
Possible Examples	■ When planning a unit on Europe, the teacher has neither considered drawing on the experiences and backgrounds of the students whose families are from European countries nor considered asking students who have visited Europe to contribute to the lesson. ■ Teacher provides a graphic organizer and adjusts the quantity of problems to be completed by struggling and advanced students on the same worksheet rather than adjusting the complexity of the task. ■ The physical education teacher knows there are students with IEPs in his class but is unsure how to use the information to adjust instruction.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen knowledge of and apply approaches to adapting instruction to meet the specific needs of individuals and groups of learners.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learner diversity and its implications for adjusting instruction.

- Participate in a structured course of study on second language development or cultural competence.
- Seek out resources to gain knowledge about the various cultures and family structures represented within the classroom and community and ways to consider aspects of these differences when planning instruction.
- Consult with colleagues and specialists to deepen understanding of exceptional learner needs and options for adapting instruction.

Strengthen analysis and reflection on practice.

- Work with a coach or other colleague to better understand how to adjust practice to meet particular learner needs.
- Examine multiple sources of data to assess the impact of current practice on meeting diverse learners' needs and make adjustments in practice.

Build skill in problem solving to ensure the achievement of learner outcomes.

- Work collaboratively to identify and effectively use resources that can support particular learning needs.

Build skill in personalizing and customizing learning.

- Identify particular learner challenges and use data to systematically address those challenges.

1.1 LEVEL 3	
Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher **differentiates** instruction for multiple groups and some individuals within those groups on the basis of backgrounds, readiness, and interests. This results in accessible and challenging instruction for most students.* **Teacher demonstrates thorough recognition and understanding of nearly all individual students' learning needs, as well as their backgrounds, abilities, and interests.**
Critical Attributes	■ Teacher gathers information on students, through observation and other means, to identify specific needs and respond with individualized support and variety in learning experiences. ■ Teacher maintains a system of updated student records and incorporates medical and learning needs into lesson plans. ■ The teacher uses a variety of approaches to engage learners in deepening academic content by connecting it to their interests, backgrounds, and learning preferences. ■ Teacher responds to student learning cues by pacing and adjusting instruction and making timely provisions for individual learners. ■ Teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those associated with disabilities and giftedness.
Possible Examples	■ At the beginning of the year or course, teacher examines previous years' student data and pre-assessment information to identify and plan for the various learning needs of students. ■ To demonstrate his knowledge of the water cycle, a student with a learning disability is given the option of drawing a visual diagram or acting out the steps of the cycle. ■ A teacher administers a student interest survey at the beginning of the school year and uses this information to make decisions about readings and activities to include in her upcoming unit. ■ A teacher provides his social studies class with content articles at various reading levels. ■ A teacher knows that fi e of her students are in the band; she plans to have them discuss how their instruments work as part of a unit on sound.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Anticipate and minimize challenges to learning and increase supports to achieve **higher order learning**.

Teaching practice is advanced through professional learning that will, for example,

Strengthen analysis and reflection on practice.

- Examine multiple sources of data to assess the impact of current practice on meeting diverse learners' needs and make adjustments in practice.
- Share practices related to particular groups of learners with colleagues and use feedback to better meet specific learner needs.

Build skill in problem solving to ensure the achievement of learner outcomes.

- Work with colleagues to support the intentional scaffolding of **higher order learning** across groups of students with particular needs.

Build skill in personalizing and customizing learning.

- Draw on learner input to structure learning opportunities that allow for student choice and autonomy in their learning and in how they demonstrate proficiency.
- Identify particular learner challenges and use data to systematically address those challenges.

1.1 LEVEL 4	
Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher **differentiates** instruction for individual and groups of students on the basis of backgrounds, readiness, and interests, resulting in accessible and challenging instruction for all students.* *Teacher provides opportunities for meaningful student choice where appropriate and encourages students' use of their own understanding of their individual preferences and learning needs.* **Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.**
Critical Attributes	■ Teacher applies interventions, modifications, and accommodations on the basis of IEPs, 504 plans, and other legal requirements, seeking advice and support from specialized staff and families. ■ Teacher facilitates learners in taking responsibility for choosing approaches to a learning task that will be effective for them as individuals and produce quality work. ■ Teacher integrates diverse languages, dialects, and cultures into instructional practice to build on learners' prior knowledge and experiences and promote the value of multilingual and multicultural perspectives.
Possible Examples	■ The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.\ ■ A language arts teacher analyzes the text in advance of the lesson to scan for connections between the text and student skills and knowledge, and students' interests and cultural backgrounds to build on student strengths and address gaps during the lesson. ■ The science teacher regularly creates adapted materials for lab assignments for several students with learning disabilities. ■ The art teacher adopts a studio approach to her eighth-grade art class when she realizes that students are artistically inclined and motivated to work with various media independently. ■ During a unit on three-dimensional figures, a mathematics teacher provides multiple learning tasks and assessment options from which students may select to demonstrate proficiency.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Anticipate and minimize challenges to learning and increase supports to achieve **higher order learning**.

Teaching practice is advanced through professional learning that will, for example,

Strengthen analysis and reflection on practice.

- Share practices related to particular groups of learners with colleagues and use feedback to better meet specific learner needs.

Build skill in problem solving to ensure the achievement of learner outcomes.

- Draw on learner input to structure learning opportunities that allow for student choice and autonomy in their learning and in how they demonstrate proficiency.

Build skill in personalizing and customizing learning.

- Work with colleagues to design and test various supports for high-level achievement for learners with particular needs.

STANDARD INDICATOR 1.2

APPLICATION OF LEARNING THEORY

The teacher demonstrates an understanding of how students develop and learn.

In addition to particular knowledge of their students, teachers use their understanding of individual and **social learning theory**, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their own understanding of various ages on the basis of personal experience as educators. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts intelligence as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence—linguistic, musical, mathematical, spatial, kinesthetic, interpersonal. This theory also proposes that there are variations in the sources of intelligence (e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus conceptual knowledge). Both their knowledge of these theories and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences and that this vision most often derives clarity from learning experiences that are **relevant** and connected to the lives of students and the world. Therefore, they strive to provide multiple, **student-centered** contexts in which to promote and evaluate those abilities.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 8–9*)

Key Elements of Teacher Practice Related to Standard Indicator 1.2

- Understanding the importance of providing different ways for students to input and retrieve knowledge to demonstrate learning
- Connecting learning to needs and events present in students' lives and the world
- Using knowledge of child development characteristics to select **developmentally appropriate** strategies from theory and personal experience
- Understanding and applying theories of intelligences
- Incorporating both procedural knowledge and conceptual knowledge into instruction
- Recognizing and building on the developmental strengths of students

Questions for Reflection and Planning

- How do I ensure that my instruction is **developmentally appropriate** for my students?
- How do I incorporate my understanding of social and **cognitive learning theories** into my practice?
- How do I provide **relevant** learning experiences that build on the developmental strengths of this group of learners to engage and motivate them?
- As I plan, do I include a variety of ways for students to input new learning and also various ways for them to demonstrate understanding?
- Do I collaborate with students to help them understand and analyze their learning needs?
- How do I facilitate learners in choosing approaches that will be effective for them and produce quality work?

1.2 LEVEL 1	
Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not choose **developmentally appropriate** instructional strategies.* *Teacher rarely or never supports multiple ways for students to input information or retrieve information and expects all students to demonstrate understanding in a single context determined by the teacher.* *Teacher does not connect learning to needs and events present in students' lives and the world.* *Teacher does not connect learning to prior knowledge.* **Teacher rarely uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**
Critical Attributes	■ Teacher routines and instruction represent unrealistic expectations for students. ■ Teacher lacks understanding of how to approach instruction using **developmentally appropriate** strategies. ■ Teacher is unaware of the connections that can be made between instruction and people and events that are **relevant** to the students' lives and the world. ■ Teacher does not demonstrate knowledge of child development theories and characteristics.
Possible Examples	■ A teacher's lesson plan includes a teacher-directed lecture for an entire 30-minute period to a group of first graders. ■ A teacher provides his sixth graders reading at the beginning level with books borrowed from the kindergarten and first-grade classrooms. ■ A teacher introduces long division by teaching the procedure for the algorithm without engaging students in experiences designed to develop conceptual understanding. ■ A high school English teacher instructs a unit on Romeo and Juliet without engaging students in making connections between relationship challenges they may be experiencing in their lives and those of the characters in the play.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use understanding of social and **cognitive learning theories** to better understand variations in development that can guide work with learners.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learners.

- Access online resources such as structured courses, blogs, and podcasts addressing child development, social and **cognitive learning theory**, and brain research.

Strengthen analysis and reflection on practice.

- Work with a coach or other colleague to learn how to plan and implement **developmentally appropriate** instruction and learning activities.
- Invite peers to observe in class or share a video of self and use feedback to better meet learner needs.

1.2 LEVEL 2	
Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher implements some **developmentally appropriate** instructional strategies.* *Teacher sometimes supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher sometimes connects learning to needs and events present in students' lives and the world.* *Teacher sometimes uses prior knowledge to make connections to new learning.* **Teacher sometimes uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**
Critical Attributes	■ Teacher refers to developmental theory and age-appropriate strategies but rarely integrates this information into lesson planning and implementation. ■ Teacher recognizes that learners have different preferences and strengths for demonstrating learning but typically plans one activity for all students to engage with the content. ■ Teacher occasionally includes connections to real-life experiences that motivate students to engage in the learning process.
Possible Examples	■ All instruction and practice in the teacher's mathematics classroom for the day is worksheet-driven. ■ When designing centers for a science unit for her kindergarten class, the teacher includes activities requiring fine motor skills beyond the capacity of many students. ■ As a beginning-of-class warm-up, the teacher asks students to share with their group something they did over the weekend but does not connect this activity with the lesson that followed. ■ When teaching students to compare and contrast the characteristics of two pieces of music, the teacher does not model the use of a visual or graphic organizer to assist students in assimilating the knowledge.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use understanding of social and **cognitive learning theories** to better understand variations in development that can guide work with learners.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learners.

- Access online resources, such as structured courses, blogs, and podcasts addressing child development, social and **cognitive learning theory**, and brain research.
- Use formal and informal means of eliciting feedback from students on how well learning activities meet their needs as learners.

Strengthen analysis and reflection on practice.

- Work with a coach or other colleague to learn how to plan and implement **developmentally appropriate** instruction and learning activities.
- Invite peers to observe in class or share a video of self and use feedback to better meet learner needs.

1.2 LEVEL 3	
Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher implements **developmentally appropriate** instructional strategies.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher consistently supports students in connecting learning to needs and events present in their lives and the world.* *Teacher consistently builds on prior knowledge to assist students in making connection to new learning.* **Teacher frequently uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form effective decisions about how to plan and provide instruction.**
Critical Attributes	■ Teacher actively seeks out and develops learning experiences that are **developmentally appropriate** and **relevant** to students' lives. ■ Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning and seeks resources that engage a range of learner preferences. ■ The teacher engages learners in a variety of learning experiences that capitalize on their developmental strengths and support areas for growth.
Possible Examples	■ An early childhood teacher establishes a learning station where students are asked to order a group of objects from smallest to largest so she can determine which students are in the preoperational stage (possibly creating two groups, one small and one large), or moving toward concrete operational thinking involving the correct ordering of all objects. ■ At the beginning of the course, a science teacher provides direct instruction to his students on strategies for taking combination notes using words, numbers, and pictures to represent the concepts he is presenting. ■ The teacher provides visuals of food lines and recordings of radio reports and music, as well as excerpts from personal diaries of individuals who lived during that era, to help students understand the Great Depression. ■ For a culminating project, the art teacher proposes a subject for student art but allows students to choose the media they want to use to represent the subject. ■ At the beginning of her unit on weather, a teacher shares a story about her sister's experience in Hurricane Katrina and then asks her fourth graders to think about a time they were in a violent storm and share their example with a partner.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use a deep understanding of learning theories to design and implement experiences that are responsive to learners' complex developmental needs.

Teaching practice is advanced through professional learning that will, for example,

Strengthen analysis and reflection on practice.

- Examine practice to see how well it addresses learners' varieties of developmental needs.

Build collaborative skills to support learners' complex development.

- Work in professional learning teams to extend knowledge of learner development.

Build skill in personalizing and customizing learning.

- Engage learners in generating ideas for multiple ways to achieve, and demonstrate achievement of, a particular outcome or set of outcomes.
- Engage in a cycle of coaching focused on improving design and practice of personalized learning.

1.2 LEVEL 4	
Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher implements **developmentally appropriate** strategies and modifies them for effective use on the basis of the social and developmental characteristics of the group of students being taught.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding on the basis of knowledge of student strengths.* *Teacher frequently and consistently proactively plans for the use of prior knowledge in ensuring that students build on their prior knowledge to connect to the new learning.* *Teacher frequently and consistently makes connections between learning and students' lives and the world.* **Teacher frequently uses his or her deep understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form highly effective decisions about how to plan and provide instruction to optimize learning for students.**
Critical Attributes	■ Taking into account the specific developmental needs and characteristics of her students, the teacher creates **relevant** and challenging learning experiences. ■ Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning and seeks resources that engage a range of learner preferences. ■ The teacher collaborates with students to help them understand and analyze their learning needs. ■ The teacher facilitates learners in choosing approaches that will be effective for them and produce quality work.
Possible Examples	■ A science teacher provides an environmental crisis scenario that requires students to work together in teams to solve the problem and determine the best way to share their solution with the rest of the class. ■ A teacher plans to provide multiple project options and allow each student to select the one that best supports his or her approach to learning. ■ A teacher has students determine various ways that they will demonstrate accomplishment of unit goals. ■ In addition to the class goals for the fifth-grade geology unit, students are asked to develop an additional learning goal of relevance to them with a plan on how they would show they had met the goal.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use a deep understanding of learning theories to design and implement experiences that are responsive to learners' complex developmental needs.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge of learner diversity and its implications for adjusting instruction.

- Interact with parents and local communities to identify resources that can be used to increase relevancy and learner engagement.

Strengthen analysis and reflection on practice.

- Share practices related to particular groups of learners with colleagues and use feedback to better meet specific learner needs.

Build skill in problem solving to ensure the achievement of learner outcomes.

- Draw on learner input to structure learning opportunities that allow for student choice and autonomy in their learning and in how they demonstrate proficiency.

Build skill in personalizing and customizing learning.

- Work with colleagues to design and test various supports for high-level achievement for learners with particular needs.

STANDARD INDICATOR 1.3

CLASSROOM CLIMATE

The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, for we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students while striving to learn more about how best to accommodate those differences.

The teacher supports the development of the **whole child**, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students. Teachers are concerned with their students' self-concepts, with their motivation, with the effects of learning environment on peer relationships, and with the development of character, aspiration, and a sense of personal responsibility and civic virtues. These aspects of the student—important as they are in their own right—also are essential to intellectual development. Proficient teachers consider students' potential in this broader sense when making decisions about what and how to teach, as well as how they will create a climate that is open to, and affirming of, each learner's challenges and contributions.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 9*)

Key Elements of Teacher Practice Related to Standard Indicator 1.3

- Structuring the learning environment to support the **social/emotional learning** needs of students
- Creating systems that promote equitable participation by all students
- Treatment that may not be similar but is equitable according to student needs
- Creating a collaborative environment that fosters rapport among students and with the teacher
- Modeling and facilitating positive, direct, and respectful dialogue that contributes to a safe environment for intellectual risk taking
- Addressing the **noncognitive competencies** of self-confidence, self-regulation, social awareness, motivation, perseverance, and a sense of personal responsibility
- Communicating high expectations and the belief that students can learn and accomplish challenging learning goals

Questions for Reflection and Planning

- What am I doing to orchestrate a collaborative environment where students have opportunities to learn how to work with peers and gain the confidence to take intellectual risks?
- What will I do to communicate high expectations for all students?
- How do I instill in my students the importance of respectful discourse and model how this is accomplished?
- How do I establish in my students a desire and expectation for the development of strong character, healthy self-concept, aspirations, and a sense of personal responsibility?

1.3 LEVEL 1	
Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not treat all students respectfully.* *Teacher does not encourage students to participate and provides few or no opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher does not model or support students in developing **noncognitive competencies**, such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher does not encourage students to accomplish challenging learning goals or encourage students to persevere in challenging situations.* **Teacher does not plan for student participation or plans for extremely limited participation that focuses on allowing a few students to participate voluntarily.**
Critical Attributes	■ Teacher is disrespectful toward students or insensitive to their social, emotional, or academic needs. ■ Teacher offers little to no opportunities for student collaboration or interaction. ■ Teacher employs no strategies or systems to ensure that all students participate, or students' body language indicates their hesitancy to participate and share thinking. ■ The teacher disregards disrespectful interactions among students. ■ Teacher's focus is solely on academic learning, with little to no emphasis on developing **noncognitive competencies**. ■ Teacher demonstrates a lack of commitment to the learning of the students.
Possible Examples	■ A teacher uses a sarcastic tone and tells a student, "Well, ANYONE would know that!" ■ Some students refuse to work with other students and the teacher does not intervene. ■ Students roll their eyes at a classmate's idea; the teacher does not respond. ■ A teacher says to a student, "This is too hard for you. You don't have to do it." ■ A teacher accepts sloppy or incomplete work from students with no encouragement or direction to revise. ■ The teacher tells students that they are doing a lesson because "The district says this is what you need to learn."
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Facilitate learner contributions to developing a safe, respectful, and collaborative learning environment.

Teaching practice is advanced through professional learning that will, for example,

Build skills in facilitating learner interaction.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice conflict resolution, restorative discipline, culturally responsive classroom management.
- Observe colleagues who demonstrate effective elements of respectful classroom environments, followed by debriefing.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.

1.3 LEVEL 2	
Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher treats all students respectfully.* *Teacher encourages some students to participate and provides some opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher inconsistently models and supports students in developing* ***noncognitive competencies*** *such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher inconsistently encourages students to accomplish challenging learning goals and to persevere in challenging situations.* **Teacher plans for student participation but uses a limited range of strategies that do not ensure equitable participation. Few or no strategies to encourage reluctant students are included.**
Critical Attributes	■ The interactions between students and teacher and student to student are generally respectful with occasional moments of disrespect that may not be addressed by the teacher. ■ Teacher makes attempts to include all students but has no formal structures to ensure or track equitable participation. ■ Teacher addresses disrespectful behavior, but students do not always respond to the redirection. ■ Teacher misses opportunities to make appropriate personal connections with students. ■ Teacher occasionally provides opportunities for collaboration among students, but expectations for student involvement may be unclear.
Possible Examples	■ As the teacher monitors group work, he hears one of the students say, "That is a really stupid idea." He tells the group that he is hearing disrespectful talk but does not directly model or assist with correcting the behavior. ■ As students work with a partner to reflect on the learning, one of the partners does most of the talking. ■ After several students were misbehaving in line, the teacher takes recess away from the entire class. ■ Though some students complain that the assignment was too hard and they did not understand it, the teacher tells them to "keep trying" as they work on the independent mathematics assignment. ■ Students are asked to collaborate in small groups without structures or group rules on the expectations for individual contributions.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Facilitate learner contributions to developing a safe, respectful, and collaborative learning environment.

Teaching practice is advanced through professional learning that will, for example,

Build skills in facilitating learner interaction.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice conflict resolution, restorative discipline, culturally responsive classroom management, and so on.
- Observe colleagues who demonstrate effective elements of respectful classroom environments followed by debriefing.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.

Build skills in developing learner autonomy.

- Utilize strategies that will provide structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.

1.3 LEVEL 3	
Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
Level 3, Effective	
Performance-Level Descriptors	*The teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages most students to participate and provides multiple opportunities for them to do so. Opportunities are structured to support reluctant students in participating.* *Teacher consistently models and supports most students in developing* ***noncognitive competencies*** *such as self-confidence motivation, and an acceptance of personal responsibility.* *Teacher consistently encourages most students to persevere in challenging situations and accomplish challenging learning goals.* **Teacher plans various ways for all students to participate, ensuring equitable participation for most students. Strategies to encourage reluctant students are included.**
Critical Attributes	■ Interactions between the teacher and students, and among students, are respectful and sensitive to one another's social, emotional, and academic needs. ■ The teacher addresses instances of disrespectful talk and behavior and follows through on consequences when students do not respond. ■ Teacher employs multiple strategies and systems to ensure that all students have the opportunity to participate and students' body language indicates their willingness to do so. ■ Students are regularly given opportunities to share thinking with their peers and collaborate on learning tasks in a variety of ways. ■ Teacher and students encourage one another's efforts and celebrate one another's accomplishments. ■ Teacher models the dispositions and expectations for producing quality work and encourages and supports students to improve when expectations are not being met.
Possible Examples	■ The teacher and students give full attention to the speaker. ■ A teacher tells students, "In this classroom, we do not call each other names." ■ A teacher greets students at the door and acknowledges them personally as class begins. ■ As students struggle with the assignment, the teacher is heard saying, "I know this is challenging. Learning is hard work—just think about what we have been working on during the last three days and use that to help you. You will figure it out." ■ A teacher tells students, "Partner A, you have 90 seconds to share and then partner B will have the same amount of time to respond to your ideas. I will signal when time is up." ■ A teacher encourages students to help one another and accept help from one another. ■ A teacher engages the class in a group cheer after he announces, "Abdi's entry is a finalist in the district art contest!" ■ A teacher shares product descriptors or rubrics and exemplars to help students understand the attributes of quality work for a particular assignment.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Collaborate with learners and colleagues to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility.

Teaching practice is advanced through professional learning that will, for example,

Build skills in facilitating learner interaction.

- Work with colleagues to examine and improve practice that supports accountable talk among learners.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.
- Share practice with colleagues to give and receive feedback on strategies to support learner engagement in collaborative discussions.

Build skills at developing learner autonomy.

- Utilize strategies that will provide structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.
- Engage in learning activities designed to build skills in using **student self-assessment** strategies to promote individual and group responsibilities.

1.3 LEVEL 4	
Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages nearly all students to participate and provides multiple opportunities for them to do so. Opportunities are structured to ensure equitable participation by all students.* *Teacher consistently models and supports nearly all students in developing* ***noncognitive competencies*** *such as self- confidence, motivation, and a sense of personal responsibility.* *Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals. Teacher helps students develop* ***self-efficacy****.* **Teacher plans various ways for all students to participate, ensuring equitable participation for all students. Highly effective strategies to encourage reluctant students are included, and students encourage each other to participate.**
Critical Attributes	■ Interactions between the teacher and students, and among students, reflect a genuine concern and regard for the well-being of one another. ■ Teacher and students hold all members of the classroom community accountable for respectful interactions. ■ Teacher employs multiple strategies and systems to ensure that all students have the opportunity to participate and students' body language indicates their eagerness to do so. ■ Students regularly collaborate with one another and monitor the effectiveness of that collaboration. ■ Teacher and students encourage one another's efforts and celebrate one another's accomplishments. ■ Teacher engages students in setting the expectations for producing quality work and encourages and supports students to improve when expectations are not being met.
Possible Examples	■ A teacher inquires about a student's piano recital she gave over the weekend. ■ When assisting peers with a learning task, students are heard giving prompts and asking one another questions rather than stating the answer. ■ Students are heard helping each other during group work and making sure all students have opportunities to share in the discussion. ■ A student is heard telling another student, "That wasn't a cool thing to say to Connor. You should go tell him you're sorry." ■ The teacher's body language remains neutral as she responds to an incorrect response with "You're on the right track. Take a look at the last two sentences in the paragraph one more time." ■ Teacher tells a student, "Good for you—you were able to finish your writing assignment without any help! What do you think made that successful for you?" ■ Students use a rubric to monitor the amount of effort they are putting into their individual and group work.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Collaborate with learners and colleagues to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility.

Teaching practice is advanced through professional learning that will, for example,

Build skills in facilitating learner interaction.

- Work with colleagues to examine and improve practice that supports accountable talk among learners.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Share practice with colleagues to give and receive feedback on strategies to support learner engagement in collaborative discussions.
- Engage in action research, individually or collaboratively, to examine the impact of the learning environment on individual responsibility for behavior and quality work.

Build skills at developing learner autonomy and interdependence.

- Engage students in identifying and developing structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.
- Engage in activities designed to build skills in using **student self-assessment** strategies to promote individual and group responsibilities.

STANDARD INDICATOR 2.1

SUBJECT KNOWLEDGE

The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

Teachers in command of their subject understand its substance—factual information as well as its **central organizing concepts**—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Physics teachers know about the roles played by hypothesis generation and experimentation in physics; mathematics teachers know the modes of justification for substantiating mathematical claims; art teachers understand how visual ideas are generated and communicated; history teachers know how historians use evidence to interpret past events; and English teachers understand the relationships among reading, writing, and oral language; teachers know how to extend children's comments and answer their questions in ways that build the vocabulary and conceptual knowledge that correlate to grade-level reading. Many special education teachers have a slightly different orientation—focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives.

Understanding the ways of knowing within a subject is crucial to the teacher's ability to teach students to think analytically. **Critical thinking** does not occur in the abstract, for the thinker is always reasoning about something. Proficient teachers appreciate the fundamental role played by disciplinary and interdisciplinary thinking in developing rich, conceptual subject-matter understandings. They are dedicated to exposing their students to different modes of **critical thinking** and to teaching students to think analytically about content.

Teachers represent the collective wisdom of our culture and insist on maintaining the integrity of the methods, substance, and structures of disciplinary knowledge. In the face of pressures to portray knowledge in weak and diluted forms, they remain firm. Their role, however, is not just to reinforce the status quo. Rather, appreciative of the fact that there are multiple perspectives and interpretations in each discipline, accomplished teachers encourage students to question prevailing canons and assumptions to help them think for themselves.

All accomplished teachers, regardless of the ages of their students, are charged with teaching students about content, and in order to do so, they must appreciate its complexity, richness, and its connections to other disciplines. Teachers must possess such knowledge if they are to help their students develop **higher order thinking** skills—the hallmark of accomplished teaching at any level. Being able to engage elementary school children in the broad array of subjects they can profitably come to appreciate makes elementary school practice especially challenging. This does not imply that fourth-grade teachers should have the same command of biology as high school biology teachers. It does, however, mean that they have an understanding of science that allows them to present basic precepts to their students and introduce them to the joy of discovering—and thinking about—the natural world of which they are a part.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 10–11*)

Key Elements of Teacher Practice Related to Standard Indicator 2.1

- Understanding factual information and organizing concepts of a particular subject and ability to explain it clearly to students
- Appreciating how content-specific knowledge is created—hypotheses, experiments, gathering of evidence, justification of claims, etc.
- Planning and implementing instruction designed to engage students in thinking critically and analytically about content
- Maintaining the integrity of the methods and structure of disciplinary knowledge
- Encouraging multiple perspectives and interpretations
- Keeping current with knowledge of research and discoveries within the content area and incorporating this new information into instruction

Questions for Reflection and Planning

- What are the big ideas and **essential questions** and conceptual understanding I want my students to take away from this learning opportunity?
- What opportunities are there for integrating reading, writing, listening, or speaking strategies with the content I am teaching?
- Have I identified the essential academic language and content-specific vocabulary that is key to understanding and communicating about this content?
- What meaningful connections to other disciplines might I make when teaching this content?
- How will I introduce and encourage students to consider multiple perspectives and interpretations, question **prevailing beliefs** and assumptions, and think analytically about the content?
- How has content within my discipline changed or evolved? How might I incorporate this into my instruction?

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

2.1 LEVEL 1	
Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher rarely addresses **central organizing concepts** as well as factual information.* *Statements of content include many errors. **Essential questions** are not posted or referred to.* *Teacher does not include reading, writing, listening, or speaking strategies, academic language, or connections to other disciplines.* *Teacher does not encourage alternative perspectives or interpretations.* **Teacher does not plan and integrate instruction or activities to highlight cross-curricular connections.** **Teacher is unaware of common misconceptions or does not plan for ways to address them.**
Critical Attributes	■ Teacher's instruction does not make reference to **central organizing concepts** or **essential questions**. ■ Teacher's instruction is limited to sharing basic factual information and vocabulary, some of which may be inaccurate. ■ Teacher does not involve students in using appropriate literacy skills to make sense of the content or connect other disciplines. ■ Teacher does not recognize content-specific prerequisite relationships or common misconceptions. ■ Teacher presents a singular perspective on the content.
Possible Examples	■ During a unit on the Civil War, the focus of instruction is on memorizing names, dates, and places with little to no emphasis on underlying causes of the war. ■ A teacher has the students copy dictionary definitions of unit vocabulary with little emphasis on contextual understanding. ■ A teacher corrects a student by saying, "That is a square, not a rectangle." ■ A teacher engages students in an ecology unit on biomes without asking students to locate them on globes or maps. ■ Students are asked to complete a research paper without having learned how to paraphrase and cite references. ■ A teacher presents fractions using only a circular model.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use a broad repertoire of representations of content that promotes accurate understanding of content and learners' **higher order thinking**.

Teaching practice is advanced through professional learning that will, for example,

Deepen knowledge in content area.

- Read journals in the content area.
- Access and process frameworks for building learners' academic language (e.g., journals, books, Internet).
- Engage in a structured course or workshop to thoroughly understand the content Standard Indicators for your grade level and subject.

Strengthen analysis and reflection on current content knowledge.

- Identify your own content-related strengths and weaknesses and work with content area colleagues or specialists to create and implement a professional development plan.

2.1 LEVEL 2	
Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher periodically addresses **central organizing concepts**, as well as factual information.* *Most statements of content are accurate. **Essential questions** are communicated and/or referred to but are not clearly tied to content of instruction.* *Teacher sometimes includes reading, writing, listening, and speaking strategies and academic language or makes appropriate connections to other disciplines.* *Teacher encourages some alternative perspective and interpretations but does not provide students the opportunity to think analytically about the content.* **Teacher occasionally plans and integrates instruction and activities to highlight cross-curricular connections but may not always do so successfully.** **Teacher is aware of some common misconceptions and sometimes plans for ways to address them.**
Critical Attributes	■ Teacher's instruction references some **central organizing concepts** and **essential questions**, but students are not asked to consider their relevance or connections to the learning activities. ■ Teacher's instruction is limited to sharing basic factual information that is mostly accurate. ■ Teacher sometimes involves students in using appropriate literacy skills to make sense of the content and academic vocabulary. ■ Teacher makes a few connections other disciplines, but some relationships may be unclear. ■ Teacher sometimes fails to recognize necessary content-specific prerequisite relationships and misconceptions students might have about the content. ■ Teacher does not place importance on the generation of multiple perspectives.
Possible Examples	■ A teacher gives students a list of vocabulary words and asks students to highlight them in the text. ■ A teacher implements instruction on area and perimeter separately without making connections between the two concepts. ■ A preschool teacher reads a narrative about a boy and the snow but does not make any connections to the story when the children are on the snowy playground. ■ A teacher begins instruction in decimals before students have fully grasped the concept of place value of whole numbers. ■ While teaching about global warming, the teacher gives students an article that provides only one point of view and does not invite students to share differing views.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use a broad repertoire of representations of content that promotes accurate understanding of content and learners' **higher order thinking**.

Teaching practice is advanced through professional learning that will, for example,

Deepen knowledge in content area.

- Read journals in the content area.
- Access and process frameworks for building learners' academic language (e.g., journals, books, Internet).
- Engage in a structured course or workshop to thoroughly understand the content Standard Indicators for your grade level and subject.

Strengthen analysis and reflection on current content knowledge.

- Identify your own content-related strengths and weaknesses and work with content area colleagues or specialists to create and implement a professional development plan.

Expand professional connections in the content area.

- Interact with colleagues at conferences and professional development sessions to learn and apply new developments in content.

2.1 LEVEL 3	
Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher clearly and consistently addresses **central organizing concepts**, as well as factual information.* *Statements of content are accurate.* ***Essential questions** are posted or referred to and clearly tied to content of instruction.* *Teacher regularly integrates reading, writing, listening, and speaking strategies, academic language, and connections to other disciplines, as appropriate for the student learning goals for the lesson.* *Teacher encourages multiple perspectives and interpretations, questioning **prevailing beliefs** and assumptions, and supports students in thinking analytically about content.* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections.** **Teacher is aware of and plans for ways to address common student misconceptions.**
Critical Attributes	■ Teacher accurately and effectively communicates concepts, processes, and knowledge in the discipline and uses vocabulary and academic language that is clear and appropriate for learners. ■ During instruction, the teacher makes intentional and purposeful connections between the learning activity and overarching **essential questions**. ■ Teacher seeks out ways to represent content knowledge to learners by presenting diverse perspectives that engage learners in understanding, questioning, and analyzing ideas. ■ Teacher recognizes the importance of the content-specific prerequisite skills and relationships that are key to student understanding, as well as common misconceptions students may have, and considers them when planning and implementing instruction. ■ Teacher considers how literacy strategies can be incorporated into instruction to help students access information and communicate understanding. ■ Teacher makes intentional and meaningful connections to other disciplines, as appropriate to student learning.
Possible Examples	■ When presenting three-dimensional geometry, the teacher emphasizes precise use of geometric terms and attributes, as well as multiple models (shapes, nets, real-world objects), to guide students toward understanding the academic vocabulary and key concepts. ■ As the lesson begins, the students copy the day's objective into their science journals and discuss with a partner how the objective fits with the **essential questions** of the unit of study. ■ As students share opinions on the current events article, the teacher probes the class: "Do you agree or disagree? Why? What do we know about the source of this information? Does that change anyone's thinking?" ■ In a unit on shadows, the early childhood teacher finds narrative and information texts that include shadows, sets up a shadow area in the classroom where children can use a flashlight and various objects, and comments on the shadows children see on the playground. ■ During writing instruction, the teacher refers students to the anchor chart of big ideas about persuasive writing and the specific characteristics of this type of writing. ■ A teacher models and carefully monitors student practice in using metric measurement tools in preparation for an upcoming STEM project.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Make content more comprehensible for learners using a broad repertoire of representations of content that promotes accurate understanding of content and learners' **higher order thinking**.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example,

Deepen knowledge in content area.

- Continue to stay current with content through reading journals and blogs, online resources, attending presentations in the content area.
- Join colleagues in a subject area book study.

Strengthen analysis and reflection on current content knowledge.

- Share content related practice with colleagues and use coaching to improve content representation for learner understanding.

Expand professional connections in the content area.

- Interact with colleagues at conferences and professional development sessions to learn and apply new developments in content.
- Collaborate with others to expand content knowledge and keep up with changes in the discipline.

2.1 LEVEL 4	
Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher clearly and consistently addresses **central organizing concepts**, as well as factual information.* *Statements of content are accurate and structured around **essential questions**, which are clearly and directly related to student learning outcomes.* *Teacher regularly integrates reading, writing, listening, and speaking strategies and academic language, and students are enabled to independently make connections to other disciplines as appropriate for their learning goals for the lesson.* *Teacher encourages multiple alternative perspectives and interpretations, questioning **prevailing beliefs** and assumptions, and supports students' metacognition in continually deepening their analysis of content and developing an understanding of how practitioners in the content area construct knowledge..* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections in ways that give students a rich, nuanced understanding of connections.**
Critical Attributes	■ Teacher accurately and effectively communicates concepts, processes, and knowledge in the discipline, with clear connections to student learning outcomes. ■ Teacher makes intentional and purposeful connections between the learning activity and overarching **essential questions** and frequently asks students to do so as well. ■ Teacher provides and encourages multiple perspectives on aspects of the content that engage learners in questioning **prevailing beliefs** and analyzing ideas to deepen understanding. ■ Teacher probes for student understanding of the content-specific prerequisite skills and relationships as well as common misconceptions, and considers this information when planning and implementing instruction. ■ Teacher incorporates the use of literacy strategies throughout instruction to help students access information and communicate understanding. ■ Students identify and communicate meaningful connections they are making to other disciplines as appropriate to their learning.
Possible Examples	■ To bring closure to each lesson, a teacher has students partner up to share or reflect in journals about the connection between the overarching concepts they are learning and the current lesson outcome. ■ During instruction, a teacher is heard saying, "John, that is an excellent point. Class, share with a neighbor how that supports the overall purpose of this unit we are studying." ■ When the concept of hydraulic fracturing comes up in a geology unit, one of the students suggests that it might be a good topic upon which to organize and implement a debate on the pros and cons of the process. ■ In preparation for a class debate, a science teacher provides instruction and practice in the literacy skills of using reputable sources of information, making precise and knowledgeable claims, and forming logically sequenced supporting reasons with evidence. ■ A music teacher supports the history unit on World War II by preparing a series of music from the time period and asking students to discuss how the music was influenced by the war and vice versa.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Make content more comprehensible for learners using a broad repertoire of representations of content that promotes accurate understanding of content and learners' **higher order thinking**.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example,

Deepen knowledge in content area.

- Continue to stay current with content through reading journals and blogs, online resources, attending presentations in the content area.
- Join colleagues in a subject area book study.

Strengthen analysis and reflection on current content knowledge.

- Identify your own content-related strengths and weaknesses and work with content area colleagues or specialists to create and implement a professional development plan.
- Share content related practice with colleagues and use coaching to improve content representation for learner understanding.

Expand professional connections in the content area.

- Interact with colleagues at conferences and professional development sessions to learn and apply new developments in content.
- Collaborate with others to expand content knowledge and keep up with changes in the discipline.

STANDARD INDICATOR 2.2

PEDAGOGICAL CONTENT KNOWLEDGE

The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their systems of thinking. Accomplished teachers possess what is sometimes called "**pedagogical content knowledge**." Such understanding is the product of wisdom acquired about teaching, learning, students, and content. It includes knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations, and illustrations. Subject-specific knowledge also includes an awareness of the most common misconceptions that students hold, the aspects that they will find the most difficult, and the kinds of prior knowledge, experience, and skills that students of different ages typically bring to the learning of particular topics. Proficient science teachers, for example, know that some students have misconceptions about gravity that can influence their learning, and proficient art and music teachers know that young children arrive at school at various stages of maturity with respect to eye-hand coordination. Teachers use this knowledge of their students to structure instruction that facilitates further development.

Knowledgeable teachers are aware that both structured and inductive learning have value. That is, although it is useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it also is valuable to engage students in learning by discovery, where they themselves search for problems, patterns, and solutions. Proficient teachers help students learn to pose problems and work through alternative solutions, in addition to teaching them about the answers that others have found to similar problems.

The posing and solving of problems on their own is central to the development of true understanding by students—moving far beyond the rote memorization of facts, the easy manipulation of formulas, or the facile playing of a musical scale. Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits. It also means learning to think in a nonlinear way, approaching issues from different angles, weighing multiple criteria and considering multiple solutions. Furthermore, understanding involves the ability to apply such knowledge to problems never before encountered by teacher or student. In the eyes of the proficient teacher, "knowledge" is not conceived narrowly as a lower level form of understanding. Instead, teachers recognize that the questions they pose and the guidance they provide are key to promoting higher order **critical thinking** skills.

Thus, subject-specific pedagogical knowledge is not a bag of tricks, but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. Such subject-specific teaching knowledge embodies a way of reasoning through and solving the problems that arise in the daily work of teachers. Professional teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software, and musical recordings. Their commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of digital technology, as well as how to use this technology to enhance their own teaching. Thus, able teachers keep current with the growing body of curricular materials—including literature available through their professional organizations—and constantly evaluate the usefulness of those materials on the basis of their understanding of curriculum theory, of students, of subject matter, and of the school's educational aims and their own.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 11–12*)

Key Elements of Teacher Practice Related to Standard Indicator 2.2

- Knowledge of which aspects of the subject matter to emphasize and the most appropriate strategies and approaches for delivering the subject matter to students
- Understanding that both teacher-directed and student-directed learning have value
- Utilizing both structured and inductive learning
- Awareness of common misconceptions and instructional strategies/approaches for addressing them
- Helping students learn to pose problems, weigh multiple criteria, and consider alternative solutions
- Understanding that student learning involves the ability to apply knowledge to problems never before encountered
- Knowledge of available curricular resources and effort to keep current with the growing body of curricular materials and instructional tools and technologies

Questions for Reflection and Planning

- Am I incorporating a variety of strategies and approaches that are appropriate for the content I am teaching and that are engaging and **relevant** for students?
- Do I incorporate both teacher-directed and student-directed learning opportunities in my lessons?
- Have I identified questions and learning experiences that will be challenging and require students to apply **higher order thinking** skills?
- Have I considered which resources will provide access to the learning for students with different needs?
- Have I thought about common misconceptions about the content and how I will prepare for that?
- Am I keeping current with new technologies, tools, strategies, and resources related to the content I am teaching?

2.2 LEVEL 1	
Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not use a variety of content-appropriate instructional strategies nor those that extend student thinking beyond the knowledge and comprehension levels such as open-ended probing, redirection, and reinforcement.* *Teacher uses no tools, resources, representations, or approaches—or only the most basic ones—and presents the subject matter in ways that support few or no students in building bridges between what they know and can do with new learning.* **Teacher is unaware of common misconceptions or does not plan for ways to address them.** **Teacher relies on known curricular materials and is resistant to the adoption of new materials or teaching methods.**
Critical Attributes	■ Teacher uses inappropriate strategies for the discipline. ■ Teacher does not extend student learning beyond the knowledge and comprehension levels or engage them in applying **critical thinking** skills. ■ Teacher's use of instructional resources is limited to basic tools, such as textbooks and worksheets, even when more variety would benefit student learning. ■ Students respond in ways that highlight misconceptions, but the teacher does not recognize or address these instances. ■ Teacher does not stay current on strategies, materials, tools, or resources for enhancing student learning of the content.
Possible Examples	■ The physical education teacher lectures students about proper throwing technique for most of the class period, leaving only a few minutes for students to practice the skill. ■ During the read-aloud, the teacher limits the discussion to the recalling of details with questions such as "What is the rabbit's name?" "Where is he going?" "What did his mom ask him to do?" ■ During instructional time, the U.S. history teacher routinely assigns students to read a chapter and answer the end-of-section questions. ■ Although several students reply "10" to the problem "5 squared" on the mathematics quiz, the teacher marks it wrong but does not recognize or address this misconception with students. ■ For a discussion on the different kinds of apples, the preschool teacher brings photos of apples instead of bringing real fruit to show the children.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Identify and adapt curriculum materials and instructional strategies to connect with learner needs and support learners in understanding and applying the content.

Teaching practice is advanced through professional learning that will, for example,

Expand skill in creating and adapting learning experiences.

- Observe classrooms or videos of classrooms that model appropriate strategies for addressing the content and **higher order thinking** skills and debrief practice with colleagues.
- Engage in a structured course or workshop to thoroughly understand the appropriate content-specific instructional strategies for your grade and subject level.

Strengthen analysis and reflection on the plan and design of content-specific learning experiences.

- Identify your own content-related strengths and weaknesses and work with content area colleagues or specialists to create and implement a professional development plan.
- Work with a coach or colleague to develop lesson plans and curriculum units to build understanding of appropriate content-specific strategies and resources.

2.2 LEVEL 2	
Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher employs a limited range of teacher-directed content-appropriate instructional strategies and occasionally those that extend student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a limited range of common tools, resources, representations, and approaches, presenting the subject matter in ways that support some students in building bridges between what they know and can do with new learning.* **Teacher is aware of some common misconceptions and sometimes plans for ways to address them.** **Teacher adopts curricular materials that are mandated or shared by fellow faculty members but does not independently seek out information on new curricular materials or teaching methods.**
Critical Attributes	■ Teacher uses a limited range of strategies. ■ Teacher occasionally extends student learning beyond the knowledge and comprehension levels or engages them in applying **critical thinking** skills. ■ Teacher uses provided instructional resources and occasionally seeks out additional resources to supplement instruction. ■ Teacher is aware of common misconceptions but does not always recognize or address them in instruction. ■ In addition to provided instructional materials, the teacher uses some ideas and materials shared by colleagues to remain current on strategies, materials, tools, or resources for enhancing student understanding of the content.
Possible Examples	■ A science teacher uses visuals such as slide presentations to supplement her lecture but rarely engages students in hands-on experiments. ■ In the unit on substance abuse, the teacher focuses on the health effects and statistics but does not ask students to expand their thinking to consider social aspects, such as the impact of substance abuse on families, communities, and health care resources. ■ While adding fractions, students add the numerators and the denominators and the teacher explains the procedure but does not explain why. ■ For a vocabulary lesson on food, the French teacher shares with students a menu from a French restaurant she found online.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Identify and adapt curriculum materials and instructional strategies to connect with learner needs and support learners in understanding and applying the content.

Teaching practice is advanced through professional learning that will, for example,

Expand skill in creating and adapting learning experiences.

- Observe classrooms or videos of classrooms that model appropriate strategies for addressing the content and **higher order thinking** skills and debrief practice with colleagues.
- Engage in a structured course or workshop to thoroughly understand the appropriate content-specific instructional strategies for your grade and subject level.
- Work with teams within and across grade levels to compare representations of content and evaluate their effectiveness for learners.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Strengthen analysis and reflection on the plan and design of content-specific learning experiences.

- Identify your own content-related strengths and weaknesses and work with content area colleagues or specialists to create and implement a professional development plan.
- Co-plan and co-teach with a specialist or experienced teacher to learn new strategies for developing and implementing rigorous and **relevant** learning experiences.

Strengthen analysis and reflection on the use of strategies and resources.

- Use feedback and reflection on learner performance to evaluate effectiveness of materials and strategies.

Expand knowledge of resources to support teaching and learning in the content area.

- Access and apply content resources and instructional strategies from multiple sources (e.g., books, journals, Internet) to build meaningful representations and address learner misconceptions.

2.2 LEVEL 3	
Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher uses a variety of teacher-, and sometimes student-, directed, content-appropriate instructional strategies, as well as those that result in extending student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support most students in building bridges between what they know and can do with new learning.* **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments and uses them effectively to enhance teaching and engage students.**
Critical Attributes	■ Teacher uses a variety of appropriately challenging content-specific strategies and resources. ■ Teacher extends student thinking through the use of multiple representations and experiences such as analogies, metaphors, experiments, demonstrations, and illustrations. ■ The teacher uses problems or questions to guide student practice in applying **critical thinking** skills in the content area. ■ Teacher anticipates and is alert for misconceptions and areas of content that students typically find difficult and intentionally addresses them throughout instruction. ■ Teacher actively seeks out new ideas and tools and makes an effort to remain current in enhancing student understanding of the content.
Possible Examples	■ In a study of habitats, students have to work in groups to illustrate a food web and then act out or explain the impact that the removal or addition of a specific organism might have on the sustainability of the web. ■ To begin a unit on the Great Depression, a teacher shows a variety of photographs, reads a personal account from a diary, and shares several newspaper headlines from the time period and then asks the students to reflect on what they see as similar to and different from life today. ■ In a unit on colors, an early childhood teacher uses narratives, informational text, paint samples (from the paint store), posters, food, packaging, animals, clothing, and the like to expose children to the wide variety of colors in the world, introduces terms such as “hue” and “tint”; provides white and black paint so children can experiment and discover how the primary and secondary colors can be changed; and uses a box of crayons to explain individual colors names and how they connect to the environment. ■ In introducing the concept of what to do with remainders in division, the fourth-grade teacher begins the lesson by asking students in groups of four how they would share fi e brownies and then facilitates a student discussion of the responses and the thinking that led to their solution. ■ A teacher reviews his learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level. ■ In anticipation of student misconceptions about the properties of air, the teacher holds up a drinking glass and asks, “What do you think will happen when this is put upside-down in the fish tank?” ■ In their study of modern art, the teacher arranges for a virtual field trip through New York’s Metropolitan Museum of Art.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand and refine purposeful and deliberate creation and adaptation of materials and strategies to meet various learner needs and promote independent learner inquiry.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example,

Expand skill in creating and adapting learning experiences.

- Work with colleagues to identify resources and research to support high-level learning for all learners.
- Try out and use feedback (from colleagues and students) on the use of strategies to scaffold learners' independent use of content area knowledge and processes.

Strengthen analysis and reflection on the plan and design of content-specific learning experiences.

- Coplan and coteach with a specialist or experienced teacher to learn new strategies for developing and implementing rigorous and **relevant** learning experiences.

Strengthen analysis and reflection on the use of strategies and resources.

- Use feedback and reflection on learner performance to evaluate effectiveness of materials and strategies.

Expand knowledge of resources to support teaching and learning in the content area.

- Access and apply content resources and instructional strategies from multiple sources (e.g., books, journals, Internet) to build meaningful representations and address learner misconceptions.
- Integrate new resources into instruction from various sources that illustrate new developments in the field or applications in the content.

2.2 LEVEL 4	
Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher employs a balance of teacher- and student-directed content-appropriate strategies, such as open-ended probing, redirection, and reinforcement, to improve the quality of student responses. Teacher supports nearly all students in using questioning to elicit elaboration from one another.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support nearly all students in building bridges between what they know and can do with new learning.* **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments; uses them effectively to enhance teaching and engage students; and contributes to the development of new materials and shares this knowledge with colleagues.**
Critical Attributes	■ The teacher uses problems or questions to facilitate students' independent use of methods of **inquiry** and guide them in critiquing processes and conclusions using evidence appropriate to the discipline. ■ The teacher stimulates student reflection on connecting prior with new knowledge and encourages student autonomy in examining new concepts in their relationship to their growing base of content knowledge. ■ The teacher fosters students' abilities to independently identify issues or problems of interest in or across content areas and engages them in using **critical thinking** skills in the content area to explore possible solutions, actions, or answers. ■ Teacher actively seeks out new ideas and tools, contributes to the design of new resources, and takes effective steps to remain current in enhancing student understanding of the content.
Possible Examples	■ The fourth-grade teacher encourages students to use multiple approaches to solve the mathematics problem and uses these different approaches to facilitate a discussion in which the connections between and among the approaches is made explicit. ■ Working in teams, students in the advanced placement history class are assigned one of the Supreme Court justices and asked to make a prediction about how the justice would vote on an upcoming decision and justify that decision using prior knowledge about that justice, citing evidence from previous decisions in the career of the justice and other factors, using a variety of sources. ■ This year, the middle school social studies teacher has taken one of the units and moved to a project-based learning approach in which each project team identifies a topic of interest to pursue using provided guidelines and begins by writing a contract that clearly defines everyone's roles, responsibilities, and contributions to the project, and students are held to the contract. ■ To supplement her own knowledge, the teacher routinely asks for student input about areas that are confusing to them to help her identify and gain their assistance in addressing misconceptions. ■ This year, the high school science teacher has begun using the drawing component of Google Docs online collaborative brainstorming sessions that provide students with opportunities to work together to develop ideas and express them visually.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand and refine purposeful and deliberate creation and adaptation of materials and strategies to meet various learner needs and promote independent learner inquiry.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example,

Expand skill in creating and adapting learning experiences.

- Access and process media and multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., problem-based, **inquiry-based**, project-based), observe classrooms and videos that model these approaches, and debrief with colleagues**.**

Strengthen analysis and reflection on the plan and design of content-specific learning experiences.

- Coplan and coteach with a specialist or colleague to use innovative approaches and strategies for developing and implementing rigorous and **relevant** learning experiences.

Strengthen analysis and reflection on the use of strategies and resources.

- Evaluate the impact of strategies and resources on student learning and identify possible improvements through examining student work and eliciting feedback from students and critical friends.

Expand knowledge of resources to support teaching and learning in the content area.

- Access and apply content resources and instructional strategies from multiple sources (e.g., books, journals, Internet) to build meaningful representations and address learner misconceptions.
- Integrate new resources into instruction from a variety of sources that illustrate new developments in the field or applications in the content.

STANDARD INDICATOR 2.3

GOAL-FOCUSED PLANNING

The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Accomplished teachers know about planning instruction—identifying and elaborating educational goals and objectives, developing activities that will cognitively engage students, and planning for various ways to assess students' attainment of those goals and objectives.

Purposeful planning includes determining learning objectives with both required content standards and curriculum and knowledge of students in mind. The objectives should reflect important learning, including both factual and procedural knowledge and conceptual understanding. The instructional plan often will include specific thinking and reasoning skills, as well as collaboration and communication strategies. During planning, the teacher is further mindful of potential cross-disciplinary links that might be made during the lesson.

Teaching is a purposeful activity that is directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. Decisions regarding activities and resources included in the instructional plan are driven by the learning outcomes. With these outcomes in mind, the teacher will plan engaging activities within appropriate **social and physical organizational structures** that facilitate **higher order thinking**. The teacher wants to ensure that all students are supported toward meeting rigorous learning goals.

Experienced teachers do not all plan alike. Some do not write elaborate plans prior to teaching, having automated their planning through years of experience in classrooms. Other teachers plan in detail (e.g., creating individual educational plans for special education students). No matter what form their final plans take—accomplished teachers can clearly articulate their goals for students and how they plan to support their students toward reaching these goals.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 15, Charlotte Danielson's 2013 Framework for Teaching, p. 17, and InTASC Learning Progressions 1.0, p. 35*)

Key Elements of Teacher Practice Related to Standard Indicator 2.3

- Knowledge of content standards and curriculum
- Identification of learning outcomes that reflect essential learning
- Addressing conceptual understanding as well as important factual and procedural knowledge during planning
- Production of clear and sequenced lesson and unit structures that are directly aligned to student learning outcomes
- Instruction and learning activities designed to facilitate cognitive engagement and **higher order thinking** from students
- Consideration of students' needs to acquire and practice strategies for collaboration and communication
- Scaffolding instruction to support all students in their attainment of rigorous goals and objectives
- Aligning various ongoing **formative** and **summative** opportunities for assessment of student progress toward learning goals and objectives during planning

Questions for Reflection and Planning

- What essential learning outcomes are important to these students, at this time?
- How is the learning aligned with the approved curriculum and standards?
- How will I clearly communicate the intended learning to students and check to see that they understand the expectations?
- How will these instructional activities and resources facilitate cognitive engagement and **higher order thinking** from my students?
- What do I typically do to plan and prepare for effective scaffolding of information within lessons?
- Are my learning objectives, assessments, and teaching strategies aligned to support students' learning?

2.3 LEVEL 1	
Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	
Level 1, Ineffective	
Performance-Level Descriptors	*Learning objectives are not posted/communicated to students. The focus of the lesson is unclear. Few students demonstrate that they understand the learning objectives through classroom discussion or in their work.* *Teacher never plans for **higher order learning** opportunities for students through **questioning strategies** and assignments.* **Lesson and unit plans are not completed by the teacher or plans lack standards-based goals and learning objectives for students, learning tasks, and higher order thinking.**
Critical Attributes	■ Outcomes are unclear or are activities rather than outcomes. ■ Students are unaware of the intended learning. ■ Outcomes lack rigor, do not reflect essential learning, or are not suitable for a number of students. ■ Outcomes are not aligned with the approved standards and curriculum. ■ Lesson structure does not provide a clear and engaging sequence of activities with connections among the objective, activities, and assessment.
Possible Examples	■ The outcomes for the U.S. history lesson are all based on demonstrating factual knowledge. ■ The seventh-grade science unit on cells exclusively consists only of lessons where students copy notes from the board, followed by labeling diagrams on worksheets and a quiz requiring students to match cell parts to their function. ■ The fifth-grade music teacher has written on the whiteboard: "Today's learning target: Group singing of *The Star-Spangled Banner*." ■ When asked what they are learning, the students talk about the activity but are unable to make a connection to the learning objective.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Plan instruction on the basis of learning outcomes that reflect essential learning and activities that engage students and support them in attaining those outcomes.

Teaching practice is advanced through professional learning that will, for example,

Build knowledge of resources for planning.

- Access district curriculum or grade-level content standards to guide the setting of learning outcomes.
- Consult with a colleague in your grade and content area and specialists on determining appropriate learning outcomes and learning activities.
- Work with a mentor or invite a colleague to provide feedback on instructional plans.

Expand knowledge and skill in creating challenging learning experiences.

- Join a study group on the Common Core or other college- and career-ready standards and use the knowledge to adapt instructional plans.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

2.3 LEVEL 2	
Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	
Level 2, Developing	
Performance-Level Descriptors	*Learning objectives are posted/communicated at the beginning of the lesson but not clearly tied to instruction or revisited during the lesson.* *Some students demonstrate that they understand the learning objectives through classroom discussion and in their work.* *Teacher sometimes provides **higher order learning** opportunities for students through **questioning strategies** and assignments.* *Lesson and unit plans include **standards-based** goals and learning objectives for students.* **Teacher develops an instructional plan that sometimes includes higher order thinking but may contain some inappropriate goals and objectives for student learning.**
Critical Attributes	■ The teacher uses the provided standards and curriculum materials to identify learning objectives but outcomes are generally written with low expectations and do not communicate the required rigor. ■ Lesson structure provides an identifiable sequence of activities with connections among the objective, activities, and assessment. ■ Learning activities are moderately challenging. ■ Outcomes and activities are appropriate for some students.
Possible Examples	■ The eighth-grade ELA lesson plan includes evidence cited from the text to support students' responses; but little attention is given to evidence from the text during the lesson. ■ The posted learning objective in the fifth-grade mathematics class states "be able to order fractions and mixed numbers from lowest to highest quantity"; the lesson and practice only involve converting between improper fractions and mixed numbers. ■ Students are able to read the learning objective from the board but are not able to explain what it means and how it is related to the activity that they are doing. ■ The second-grade teacher, during his language arts block, uses questioning techniques to prompt **higher order thinking**, but students respond in one-word or short responses and are not able to elaborate on their thinking. ■ During a unit on dinosaurs, the preschool teacher repeatedly asks children the names of each dinosaur while they are creating habitats for small plastic dinosaurs in the sand table.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Regularly plan and provide **higher order learning** opportunities that are based on clearly communicated, **standards-based** learning objectives that support all students.

Teaching practice is advanced through professional learning that will, for example,

Build knowledge of resources for planning.

- Access district curriculum or grade-level content standards to guide the setting of learning outcomes.
- Consult with a colleague in your grade and content area and specialists on determining appropriate learning outcomes and learning activities.
- Keep notes on lesson plans to guide real-time adjustments and future planning.

Expand knowledge and skill in creating challenging learning experiences.

- Join a study group on the Common Core or other college- and career-ready standards and use the knowledge to adapt instructional plans.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

2.3 LEVEL 3	
Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	
Level 3, Effective	
Performance-Level Descriptors	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students demonstrate that they understand the learning objectives through classroom discussion and in their work.* *Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides **higher order learning** opportunities for students through questioning and discussion strategies and assignments. Higher order questions are aligned to lesson objectives and scaffold student learning.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes higher order thinking, provides a variety of learning tasks that require the students to construct understanding, and contains appropriate, standards-based goals and objectives for student learning.**
Critical Attributes	■ Outcomes represent essential learning, high expectations, and rigor. ■ Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. ■ The teacher plans and sequences learning experiences with meaningful connections among the objective, activities, and assessment, making the content **relevant** to students. ■ The design and implementation of the learning activities results in students working at higher levels of thinking. ■ The instructional plan for the lesson or unit is well structured and scaffolded and allocates time reasonably.
Possible Examples	■ In his lesson on rhythmic patterns, a music teacher's planned sequence includes having students mark and study a simple score as a group, practice the rhythm in small groups using student leadership, and then chant as a whole group before adding the notes to put all of the aspects together. ■ A fourth-grade teacher has multiple learning outcomes and challenging activities for her mathematics students based on individual needs. ■ A teacher develops several assessment options that would show accomplishment of the learning objective and then sequences the learning activities to prepare to students to demonstrate their learning.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand the role and responsibility of learners to collaborate in planning and personalizing their **higher order learning** opportunities based on clearly identified standards.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge and skill in creating challenging learning experiences.

- Start or join a study group on the Common Core State Standards or other college- and career-ready standards and use the knowledge to create and adapt instructional plans.
- Access structured input (e.g., workshops, in-person, online courses, webinars, social media) in the discipline areas to build skill in creating challenging learning experiences, including the use of technology.
- Use grade-level or subject area meetings to seek feedback on appropriate levels of challenge and support for learners.

2.3 LEVEL 4	
Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	
Level 4, Distinguished	
Performance-Level Descriptors	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students can identify the learning objectives and relate them to learning activities.* *Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides **higher order learning** opportunities that are aligned to learning objectives and skillfully scaffolded as students' understanding advances throughout the lesson.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes multiple opportunities for higher order thinking, includes a variety of learning tasks that require the students to construct understanding, and reflects rigorous, clearly described, standards-based goals and objectives for student learning.**
Critical Attributes	■ Outcomes are rigorous, reflect essential learning, and are connected to previous and future learning. ■ Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management and communication and are **differentiated** to encourage individual students to take educational risks. ■ The teacher plans for a variety of appropriately challenging resources and activities that are **differentiated** for students in the class. ■ Learning experiences connect to other disciplines and result in students working at higher levels of thinking. ■ The teacher plans and sequences learning experiences with strong connections among the objective, activities, and assessment, making the content **relevant** to students. ■ Students plan, implement, and monitor personal learning goals.
Possible Examples	■ The learning outcomes of a middle school language arts lesson include that students be able to defend their interpretation of a fairy tale with evidence from the text as well as their experience with stories they had previously read from the same genre. ■ When asked, "What are you working on today?" a student in a high school Spanish class states, "We need to identify the characteristics of cognates and pattern and similarities of English and Spanish cognates. Sam and I have our hypothesis and are using it to categorize the words on this list; later we'll have to explain our reasoning to defend our choices." ■ As part of her unit of study, a teacher provides a list with a variety of challenging activities from which students may choose. The activities are based on input and suggestions from students. ■ In a study of sinking and floating, the preschool teacher includes large items that float and small items that sink for experiences in the water table and works with students to make a chart of items that float and sink and compare their attributes. On another day, the teachers leads a discussion about children's experience swimming and brings various flotation devices to show how sinking and floating can be affected and why it is so important to wear a flotation device if one does not know how to swim. ■ An English teacher plans and coordinates his historical fiction unit with the history teacher, using literature related to the period and settings studied concurrently in history class. ■ A teacher guides her seventh graders to set personal learning goals related to the content objectives for the fourth quarter.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand the role/responsibility of learners to collaborate in planning and personalizing their own **higher order learning** opportunities based on clearly defined standards.

Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Teaching practice is advanced through professional learning that will, for example,

Build skill in supporting learner ownership and responsibility for learning.

- Work with colleagues to strengthen ability to work with learners in personalizing learning goals and learning experiences.
- Participate in or take a leadership role in team planning of ways to build learner readiness for independent goal-setting, implementing, and monitoring.

Strengthen analysis and reflection on the impact of planning.

- Engage learners in reflecting on meeting challenging goals and use this input to support higher level learning.
- Analyze patterns in learner choice to identify needs for additional resources to support student learning.

STANDARD INDICATOR 3.1

MANAGING CLASSROOM ROUTINES AND EXPECTATIONS

The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

Teachers know how to manage groups of students. They are responsible for establishing the routines and procedures that will allow for efficient transitions and productive learning time. In addition to efficient use of time, a quality instructional program utilizes space so that it is accessible, has well-organized materials, and has inviting spaces where students can work alone, in small groups, and with the teacher. Cognizant of the power of student ownership in managing a productive learning environment, teachers work with students to determine the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers. This includes teaching students to work independently without constant direct supervision by a teacher.

Teachers have developed systems for overseeing their classrooms so that students and teacher alike can focus on learning. They use strategies that influence students to make good choices, rather than ones that attempt to control student behavior. This involves establishing and teaching clear rules and procedures and using strategies that focus on preventing misbehavior. This is supported by the development of a planned **hierarchy of interventions** that emphasizes teaching self-responsibility, resulting in a system of discipline based on responsibility rather than punishment. Discipline and management techniques vary, and no one system has been proven most effective. Hence, proficient teachers consider the desired learning results, their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Understanding that a community of learners brings together a variety of learning styles and personalities, accomplished teachers are flexible in their approach to arranging both the physical and social structures of the classroom to support each student in maintaining classroom standards of conduct and maximizing engagement whether they are working as part of a large class, as a small group, or as individuals. This intentional approach to establishing a learning environment where students can feel that they are successful members and contributors to the community of learners is an essential prerequisite to students' academic success.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 14*)

Key Elements of Teacher Practice Related to Standard Indicator 3.1

- Smooth functioning of routines and procedures
- Little or no loss of instructional time
- Students playing an important role in establishing and carrying out the routines
- Students knowing what to do and where to move in large-group, small-group, and individual settings
- Clear standards of conduct that may be posted or referred to during a lesson
- Teacher awareness of student misconduct and consistent follow-through in addressing it
- Positive reinforcement

Questions for Reflection and Planning

- What routines and procedures will I need to establish and reinforce in the classroom to maintain an efficient and productive learning environment?
- How will I work with my students to establish, communicate, and maintain these expectations, including consequences for adherence and non-adherence and the development of personal responsibility?
- Have I clearly explained and modeled routines and procedures and allowed students ample time for observation and practice before holding students accountable for applying the routines and procedures independently?
- Do I adapt my language as appropriate to **reinforce** student behavior when students are successful in employing classroom routines, procedures, and expectations: **remind** students when they are inconsistently or incorrectly applying those that have been taught**;** and clearly **redirect** students when they choose not to follow those they have learned and practiced? Have I considered how the materials and transitions involved in a particular lesson will need to be managed in order to maximize learning time?
- What procedures and expectations have I established for routine transitions such as the beginning and end of class time?
- What will I need to do to ensure student success, and enhance learning and engagement in settings and groupings that are less teacher-directed?
- Does the physical arrangement of my classroom support the learning and allow all students to see and hear the teacher and one another and allow me to see and hear all students as they work?
- How might I vary the physical arrangement, groupings, and seating structure of my classroom on the basis of student needs, interests, and goals for student learning?

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

3.1 LEVEL 1	
Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher uses limited classroom management techniques. Techniques used may not be age- or situation-appropriate.* *Students need continual redirection when asked to work independently and in small groups, which is infrequent. Disruptions are common and often lead to lost learning time.* *Classroom norms, rules, and routines are not evident.* *Teacher does not alter the **social and physical organizational structure** of the learning environment according to the content or student needs.*
Critical Attributes	■ Teacher is unaware of student behavior and disruptions or students are unresponsive to teacher attempts at addressing the behavior. ■ There is frequent off-task behavior from students who are not working directly with the teacher. ■ Transitions within the classroom are disorganized and much of the instructional time is lost. ■ A teacher states, "You are late. We have rules about that, right? Now please sit down." ■ Established procedures for distributing and collecting materials are not apparent. ■ Desks are arranged in rows or in tables with a fixed seating arrangement that may not allow all students to clearly see or hear the instruction.
Possible Examples	■ While providing whole-group instruction, the teacher ignores a disruptive group of students who are talking and laughing at what another student is showing them on his cell phone. ■ The teacher's guided reading lesson is frequently interrupted by students with questions about the directions for the literacy centers in which they are to be working. ■ Students move about the room socializing with peers for 10 minutes while the teacher checks homework at the beginning of class. ■ Students wait in long lines to gather materials for the art project. ■ The desks are almost always arranged in rows or include student workspaces that face away from the teacher.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Develop skills in establishing and monitoring clear routines, procedures, and expectations for productive learner behavior in a variety of group settings and structures.

Teaching practice is advanced through professional learning that will, for example,

Build skills in establishing rules, routines, and expectations for classroom behavior.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice strategies for establishing, modeling, and consistently reinforcing clear classroom rules and routines.
- Observe colleagues who demonstrate effective classroom management techniques, followed by debriefing and considering how similar techniques might be incorporated into practice.

Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a **hierarchy of interventions**.

3.1 LEVEL 2	
Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher shows basic use of classroom management techniques. Teacher applies mostly simple techniques with little adaptation to student needs or classroom events.* *Students have trouble working independently and in small groups and need frequent redirection. Disruptions sometimes lead to lost learning time.* *Classroom norms, rules, and routines are in place but not implemented consistently.* *Teacher sometimes alters the **social and physical organizational structure** of the learning environment, but only when a problem or conflict necessitates the adjustment.*
Critical Attributes	■ Teacher is aware of student behavior and disruptions and attempts to address such behaviors by employing one or two strategies for student redirection, with inconsistent follow-through. ■ Teacher must frequently stop instruction to address behaviors of students who are not working directly with the teacher. ■ The teacher writes the rules with little to no student input and only refers to them when they are broken by the students. ■ Routines for transitions and materials distribution are evident, but students are not consistently independent nor efficient in accomplishing them. ■ Teacher establishes work groups and seating arrangements that are adjusted infrequently, and usually only to address behavior or personality issues.
Possible Examples	■ A teacher uses the established signal for students to be quiet and give their full attention but begins giving directions before all students have stopped talking. ■ A 15-minute, small-group strategy lesson lasts for 25 minutes because the teacher has to leave the group several times to redirect students who are working on other activities. ■ The teacher uses designated students to distribute the materials for the science experiment, but the materials are not organized in a way for students to easily gather them, resulting in confusion at the materials table and loss of instructional time. ■ Students spend seven minutes socializing with peers at the beginning of class time while the teacher confers with one student, after which the teacher states, "It's time for everyone to get going on our daily warm-up prompt that is listed on the board." ■ A teacher "swaps" the seat of a misbehaving student with one in another group, even though students are halfway through their group project.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Develop skills in establishing and monitoring clear routines, procedures, and expectations for productive learner behavior in a variety of group structures.

Teaching practice is advanced through professional learning that will, for example,

Build skills in establishing rules, routines, and expectations for classroom behavior.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice strategies for establishing, modeling, and consistently reinforcing clear classroom rules and routines and develop students' social and emotional competencies to improve academic outcomes.
- Observe colleagues who demonstrate effective classroom management techniques, followed by debriefing and considering how similar techniques might be incorporated into practice.

Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a **hierarchy of interventions** that meet the needs of all students.
- For high-need students, develop a system of reinforcers such as behavior tracking charts and individualized rewards to change negative behaviors.

3.1 LEVEL 3	
Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher uses of a variety of classroom management techniques that are developmentally and situationally appropriate.* *Most students are able to work independently and in small groups, and there are few disruptions.* *Classroom norms, rules, and routines are well established, maintaining the effectiveness of learning time. Rules are implemented consistently.* *Teacher frequently alters the **social and physical organizational structure** of the learning environment according to the content and student needs.*
Critical Attributes	■ Teacher is aware of productive and nonproductive student behavior and uses a mix of verbal and nonverbal cues to reinforce and redirect individual and group behavior as needed. ■ The teacher frequently uses positive and reinforcing language to guide and maintain the classroom management system. ■ With few exceptions, students remain on task when the teacher must focus directly on the learning needs of individuals and small groups within the classroom. ■ Teacher involves students in establishing classroom rules and expectations and refers to them when reinforcing or redirecting student behavior. ■ Routines and procedures for transitions and materials distribution are clearly modeled and communicated before students move through learning activities and the physical classroom. ■ The physical organization of the class is arranged thoughtfully and adjusted appropriately to match student groupings and learning tasks.
Possible Examples	■ During a whole-class discussion, the teacher moves to stand next to two students who are engaging in off-task behavior as he continues to listen and respond to a student who is sharing an idea with the group. ■ The teacher starts each day with a whole class Morning Meeting using positive teacher language and other activities to build community, set the tone for learning, and remind students of the expectations for behavior as they work together. ■ Students in the resource room gather materials and work quietly in partnerships on assigned tasks until it is their turn to complete a science experiment with the teacher. ■ When students begin talking over one another during a class discussion, the teacher points to the classroom rules and states to the class, “One voice, many listeners.” ■ When the class efficiently transitions from a whole-group activity to individual work, the teacher says, “Every one of you got down to work in less than a minute. That’s the best we’ve done since the beginning of the year!” ■ The teacher has taught and reinforced how to take turns talking as a prerequisite skill before asking students to work together and solve the mathematics problem. ■ The teacher uses a problem-solving conference to reinforce a student’s use of a positive behavior he is learning by naming the specific helpful behaviors she noticed and asking him what he noticed. They then agree on strategies to help him continue that behavior. ■ The teacher asks students to arrange desks in a large circle before beginning the Socratic seminar on the focus text.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand strategies for facilitating student involvement in establishing and maintaining an efficient and productive learning environment.

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

Teaching practice is advanced through professional learning that will, for example,

Refine skills in establishing rules, routines, and expectations for classroom behavior.

- Collaborate with colleagues to learn and practice strategies that focus on developing students' self-responsibility and the social and emotional competencies needed to work well with others and make good choices within the various classroom parameters and structures.
- Observe and share strategies with colleagues about helping students to develop a set of social skills: cooperation, assertion, responsibility, and self-control as ways to proactively assist students to work successfully within the classroom management system, followed by a debriefing.

Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a **hierarchy of interventions** that meet the needs of all students.
- Use problem-solving conferences with students to help them learn to self-reflect and identify appropriate responses to given situations.

3.1 LEVEL 4	
Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher shows exceptional use of classroom management techniques; explicit behavioral techniques may not be observed because classroom expectations are sufficiently well established that overt reminders are not necessary.* *Nearly all students are able to work independently and in small groups, and disruptions are rare, insignificant, and resolved quickly.* *Classroom norms, rules, and routines maximize and increase the effectiveness of learning.* *Teacher frequently alters the **social and physical organizational structure** of the learning environment according to the content and student needs; students are invited or allowed to independently make adjustments as needed.*
Critical Attributes	■ Teacher's lesson moves seamlessly from one learning activity to the next with silent and subtle monitoring of student behavior by the teacher. ■ Students respectfully hold one another accountable for maintaining the expected standard of behavior while the teacher focuses on smaller groups or individuals. ■ Teacher solicits student input in establishing and maintaining the rules, routines, and expectations of the classroom. ■ Teacher establishes clear purposes, materials, and acceptable use of the different areas of the classroom and invites student suggestions for how the class organization might work best for their current learning goals and needs. ■ Teacher allows for students to take the initiative to adjust the physical environment to best suit their needs. ■ Teacher identifies and proactively teaches social and emotional competencies that students need to successfully navigate within and contribute to the classroom rules and learning structures.
Possible Examples	■ As the teacher completes the whole-group lesson, his students independently gather writing materials from various areas of the classroom, move to their seats, and begin working on their drafts without further instruction from the teacher. ■ When a student attempts to interrupt a small-group lesson that she is not a part of to ask the teacher a question, a classmate says to her, "He is teaching. Can I help?" ■ A teacher engages students in a discussion of the "positive" impact that having and following classroom rules and expectations can have for members of the classroom and then invites students to suggest rules that support the achievement of such positive results. ■ When a student listened carefully to classmates before voicing disagreement during a discussion, one of the group members said to him a moment later, "It was great the way you listened to everyone else's opinions before contributing. It made the discussion much better." ■ When working with a high-need student, the teacher involves the counselor, parents, and student in planning and implementing a problem-solving conference to reinforce the student's use of a positive behavior he is learning. ■ The teacher invites students to offer suggestions for how the books in the classroom library should be categorized and enlists their assistance in labeling and arranging the book baskets appropriately. ■ As the teacher is providing instruction, a student gets up to close the door to shut out the noise in the hallway.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand strategies for facilitating student involvement in establishing and maintaining an efficient and productive learning environment.

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

Teaching practice is advanced through professional learning that will, for example,

Refine skills in establishing rules, routines, and expectations for classroom behavior.

- Collaborate with colleagues to learn and practice strategies that focus on developing students' self-responsibility and the social and emotional competencies needed to work well with others and make good choices within the various classroom parameters and structures.
- Observe and share strategies with colleagues about helping students to develop set of social skills: cooperation, assertion, responsibility, and self-control as ways to proactively assist students to work successfully within the classroom management system, followed by debriefing.

Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a **hierarchy of interventions** that meet the needs of all students.
- Use problem-solving conferences with students to help them learn to self-reflect and identify appropriate responses to given situations.

STANDARD INDICATOR 3.2

STUDENT ENGAGEMENT

The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers also must motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, an accomplished teacher understands the ways in which students can be motivated and has strategies to monitor student engagement. The teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning.

Teachers know that conversation and collaboration among learners are powerful tools for fostering student ownership of the learning process, so they intentionally provide a variety of opportunities and structures for student-to-student interaction. Accomplished teachers also know the strengths and weaknesses of these options and their suitability or incompatibility with certain students and groups. The settings that a teacher chooses are not just matters of personal preference but are grounded in the literature of teaching. Teaching, to the accomplished teacher, is an elegant web of alternative activities in which students are engaged with the content—sometimes with the teacher, sometimes with each other, and sometimes alone. Knowing that students of all ages need purposeful guidance in what the expectations are for involvement and accountability when working in these settings, teachers utilize strategies such as interactive modeling and **conversation protocols** that promote student success in sharing the job of learning, involving students in developing these expectations wherever possible.

Proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and redrafting, editing and reediting, occasionally submitting oneself to the critiques of peers and teachers. To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual, and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 13–14*)

Key Elements of Teacher Practice Related to Standard Indicator 3.2

- Using strategies, tools, and tasks that motivate students, capture minds, and foster enthusiasm for learning beyond the required coursework
- Employing a variety of group learning structures that allow students to interact meaningfully with the content and with one another
- Communicating clear expectations for student involvement in the learning
- Encouraging students to persevere with the learning tasks, even in the face of temporary failure or doubt
- Building upon student interests to connect learning to real-life situations
- Creating active learning experiences with appropriate pacing

Questions for Reflection and Planning

- Have I intentionally planned to use strategies that motivate and excite students about the learning?
- Have I provided opportunities for students to interact and collaborate with one another about the learning?
- How will I clearly communicate expectations and hold students accountable for their involvement in the learning? Are there ways to involve the students in making these decisions?
- Have I considered how to pace this lesson so it is neither too slow nor too rushed and allows time for closure, consolidation, and student reflection?

3.2 LEVEL 1	
Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not communicate or demonstrate expectations for student involvement in the learning process.* *Teacher rarely or never uses strategies that motivate students and capture their interest by actively engaging students in learning. Content is presented in ways that do not encourage students to explore or interact with the content.* *Teacher typically does not create **authentic tasks**, problems, or simulations and rarely or never makes connections to real-life situations.* *Teacher employs few if any group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is through passive reception of information, and pacing is inconsistent and often inappropriate.* **Groups are set at the beginning of the year and rarely, if ever, changed.**
Critical Attributes	■ Teacher assigns learning tasks to students without setting or communicating expectations for whether students will complete the task or addressing students who do not. ■ Teacher chooses strategies and tasks that may not be appropriate for the students or for which students show little enthusiasm. ■ Teacher's instruction and student learning tasks involve mostly lower level thinking requiring recall or only a single correct response. ■ Teacher "works" while the students "watch" instead of actively doing the work of learning themselves. ■ All interactions are limited to those that occur between student and teacher. ■ Teacher manages the pacing of the lesson without regard for the ongoing feedback learners are providing about their level of understanding or engagement or teacher is unaware of significant student "down time" occurring during or between learning activities. ■ Teacher creates a single set of groups, based on one characteristic such as reading level, and rarely if ever regroups students throughout the year.
Possible Examples	■ When students are asked to "work with tablemates to solve the problems," they work independently or engage in off-task conversations. ■ A history teacher lectures for 45 minutes with few or no invitations for student response. ■ Students are asked to copy spelling words from the board and write each one three times on their paper. ■ A teacher moves on in the lesson even though most students appear confused about the content and have not completed the assignment. ■ Teacher is unaware of when students are engaging in off-task activities because they are ready to move on from the current activity. ■ Students are put into a "high," "middle," and "low" group at the beginning of the year on the basis of the prior year's overall achievement data. Students are left in the same group regardless of changes in academic needs.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Develop skills in incorporating real-world problems into planning and instruction and enhancing students' self-directed learning skills.

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

Teaching practice is advanced through professional learning that will, for example,

Build skill in engaging learners to become more accountable and self-directed in their learning.

- Access resources (books, articles, websites) for gaining strategies for increasing meaningful student-to-student interaction and ways to help learners become more self-directed and accountable for their learning.
- Observe classroom strategies (live or video) for establishing and following through on consistent expectations and protocols for student engagement; work with a colleague or coach to receive guided practice on such strategies.

Develop expertise in applying technology to support learning.

- Use technology to scaffold content understanding and skill development.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Work with a colleague or coach to access resources and strategies for incorporating real-world problems and applications into unit design and implementation.

3.2 LEVEL 2	
Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher communicates expectations for student involvement in the learning process.* *Teacher sometimes uses strategies that motivate students and capture their interest by actively engaging students in learning. Learning tasks are primarily teacher-directed with some opportunity for students to interact with the content using appropriate tools, technology, or resources.* *Teacher sometimes creates **authentic tasks**, problems, or simulations and makes some more obvious connections to real-life situations.* *Teacher employs a small number of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Some learning is active, and pacing is sometimes too slow or too fast.* **The teacher does not vary grouping methods; groups are generally not flexible although an occasional change in grouping may be made.**
Critical Attributes	■ Teacher may explain challenging expectations for learning tasks but accepts a lower level of student adherence to these expectations than what has been communicated. ■ Teacher attempts to incorporate a variety of tools, resources, and real-world problems into instruction, but the connection to the learning goal may be unclear or represent a low level of complexity. ■ Teacher inconsistently holds students accountable for participating in productive learning activities and conversations. ■ Teacher makes occasional adjustments to lesson pacing on the basis of student feedback or only after noticing that students are off task from the amount of down time during or between learning activities. ■ Teacher focuses on one or two basic grouping methods for all small-group work rather than choosing methods appropriate to the students and the task.
Possible Examples	■ A physical education teacher provides his third graders with a descriptive protocol for the small-group fitness challenge and provides tasks for each participant, but he only sometimes addresses dominant or disengaged group members. ■ A health teacher shows students a public service announcement related to the dangers of smoking and then asks them to talk with a partner about what they saw but provides no structures or clarity about the expectations for the conversation. ■ To create interest for the novel students are about to read, the ninth-grade English teacher has students research various aspects of the era and location but does not use this information to involve students is in a discussion that connects to the reading. ■ After sending fi e students back to their seats for misbehaving during the 25-minute read-aloud, the teacher provides a movement break. ■ A social studies teacher regularly uses small groups for jigsaw reading assignments and to complete projects but always forms the groups by having students count off by the number of groups needed (e.g., count off by fours or sixes) to determine group membership.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Incorporate real-world problems into planning and instruction and plan and implement strategies for increasing meaningful student interaction.

Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

Teaching practice is advanced through professional learning that will, for example,

Build skill in engaging learners to become more accountable and self-directed in their learning.

- Access resources (books, articles, websites) for gaining strategies for increasing meaningful student-to-student interaction and in ways to help learners become more self-directed and accountable for their learning.
- Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching.

Develop expertise in applying technology to support learning.

- Use technology to scaffold content understanding and skill development.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., problem-based, **inquiry-based**, project-based).

3.2 LEVEL 3	
Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher uses multiple methods to clearly communicate the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Most students actively engage in learning tasks that provide opportunities to explore and select appropriate tools, technology, or resources to research, learn, and communicate.* *Teacher regularly creates **authentic tasks**, problems, and simulations and makes appropriate connections to real-life situations.* *Teacher employs a variety of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' academic and social needs.**
Critical Attributes	■ Teacher uses a variety of strategies and protocols to closely monitor, and hold students accountable for, productive engagement in the assigned independent and group learning tasks, sometimes including student individual and group self-reflection on adherence to these expectations. ■ Teacher incorporates some problem-based, **inquiry-based**, and project-based learning experiences into instruction and includes a variety of tools, resources, and **relevant** real-world problems. ■ Teacher regularly plans for and makes adjustments to lesson pacing on the basis of student feedback, resulting in intellectual engagement from most students with little to no down time. ■ Teacher uses multiple grouping methods, including some ability-based grouping and some grouping based on other factors such as student interest or choice or cooperative grouping structures. ■ Teacher regularly uses assessment data to adapt ability-based groupings.
Possible Examples	■ Students read a current events article and use the "final word" protocol for sharing their ideas and responding to the ideas of others, followed by an exit slip on which they rate the group's level of conversation and adherence to the protocol. ■ A first-grade teacher assigns a character to each student partnership for them to focus on during the reading of a picture book, pauses several times to have one partner share what is happening with their assigned character at that point in the story, and has the other partner make a prediction about what the character will do next. ■ As part of a lesson in a unit on large numbers, students are asked to work with a partner to create representations of a number using manipulatives and symbolic representations. ■ A teacher states, "You'll have 10 minutes to brainstorm at least three thesis statements for your personal essay. If you are done before that time, choose one and try drafting it into an introductory paragraph. Use the examples on the charts we created during our mini-lesson." ■ A mathematics teacher gives a pretest before every unit and uses the data from these assessments to determine the most effective ways to group students on the basis of needs.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand learner participation in student-directed learning and personal **inquiry** by accessing and using a wide range of resources.

Teaching practice is advanced through professional learning that will, for example,

Build skill in engaging learners to become more autonomous and collaborative in their learning.

- Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching.

- Access resources or observe classroom strategies for facilitating learner choice and seek feedback to guide use of these strategies.
- Engage students in learning to use self-monitoring strategies to promote individual and group responsibility.

Develop expertise in applying technology to support learning.

- Use interactive technologies to expand learner options for mastering content and skills.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., problem-based, **inquiry-based**, project-based).
- Access resources for improving skills in guiding learners to engage in problem selection, data collection, and management and presentation skills required for real-world problem solving.

3.2 LEVEL 4	
Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher uses multiple methods to clearly communicate and model the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Some strategies are innovative or not commonly used. Nearly all students actively engage in complex learning tasks, providing opportunities to explore and select appropriate tools, technology, or resources to develop a deep understanding and construct meaning.* *Teacher regularly creates a wide range of **authentic tasks**, problems, or simulations that help students make connections to real-life situations as appropriate.* *Teacher employs a wide variety of group learning opportunities and settings that significantly enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' needs and interests. Multiple grouping strategies are used so that groups are sometimes heterogeneous and sometimes homogeneous.**
Critical Attributes	■ Teacher invites student input on the variety of strategies and protocols used to closely monitor, and hold students accountable for, productive engagement in the assigned learning tasks, including individual and group self-reflection on their performance related to the expectations. ■ Students take the initiative to improve the learning tasks, groupings, or resources by suggesting modifications to make these aspects more meaningful or **relevant** to their needs. ■ The teacher engages learners in identifying real-world problems, issues, or themes they can explore through projects, using their acquired and expanded skills and knowledge in a content area. ■ Teacher monitors the pacing of the lesson to ensure opportunities for student reflection and closure, allowing students to consolidate their learning. ■ Teacher uses multiple grouping strategies and frequently changes groups so that students are not perceived by themselves or others as belonging in a certain group, such as "the low group." ■ The teacher selects heterogeneous or homogeneous groupings as is appropriate to the content being taught and student needs but uses both types of grouping regularly. ■ Teacher is familiar with a wide range of grouping strategies and when each is most appropriate for use.
Possible Examples	■ The students in the high school biology class are halfway through their assigned projects in their study of genetics. The teacher asks them to take a moment and prepare a progress report that provides him with things that are going well, areas of confusion, and suggestions to make the projects more meaningful to students. ■ During a unit on nutrition, the teacher has students research the ingredients in various sports drinks, their sources, and effects on the body and plan how students might design a "social media" campaign to inform peers about the information they learned. ■ After learning about the issue of cat and dog overpopulation during their unit on mammals, students decide to mount a pet supply collection project, creating posters and presentations to give to share with students in the other elementary school classes, informing them of the problem of homeless pets and encouraging students to donate specific supplies needed for a local shelter. ■ As the fifth-grade teacher begins the unit on space exploration, she asks each student to add two personal learning objectives and prepare a plan on how they will accomplish them and demonstrate their learning.

	■ As the advanced placement calculus teacher notices students are struggling with the assigned problems and will not finish in time to bring the lesson to closure, she asks students to pause and reflect with a partner on areas that they feel require them to think hardest. She asks students to share these with the class for further discussion, fi the work at home, and come prepared to discuss it on the following day. ■ A third-grade teacher conducts running records during every guided reading lesson and regularly moves students into new groups on the basis of the results of these assessments. On different days during the same unit, the teacher groups students at different reading levels for strategy-based instruction. Students self-select partners for independent reading when not working with the teacher. ■ A high school science teacher explicitly teaches routines and expectations for collaborative group work. The teacher assigns students roles on the basis of their academic strengths and supports students in forming groups so that all roles are represented in all groups. The teacher monitors group interactions and intervenes as appropriate to support group members in working productively and solving any social problems that arise.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Expand learner participation in student-directed learning and personal **inquiry** by accessing and using a wide range of resources.

Teaching practice is advanced through professional learning that will, for example,

Build skill in engaging learners to become more autonomous and collaborative in their learning and collaborating productively with others.

- Access resources or observe classroom strategies for facilitating learner choice and seek feedback to guide use of these strategies.
- Engage students in learning to use **self-assessment** strategies to promote individual and group responsibility.

Develop expertise in applying technology to support learning.

- Use interactive technologies to expand learner options for mastering content and skills.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., problem-based, inquiry- based, project-based).
- Access resources for improving skills in guiding learners to engage in problem selection, data collection, and management and presentation skills required for real-world problem solving.

STANDARD INDICATOR 3.3

ASSESSMENT OF STUDENT PROGRESS

The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.

Although teachers are not always the central actors in their students' educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school. Proficient teachers, therefore, can judge the relative success of the activities they design. They can track what students are learning (or not learning), as well as what they, as teachers, are learning.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. In addition, they make judgments about themselves as teachers in relation to those students and classes. Although these judgments are interdependent on one another, they are not necessarily synonymous. One of the essential tensions of teaching is that teachers teach individual students while managing groups. Accomplished teachers do not treat a class as a monolith. They know that a class does not learn; individual students do. But individuals do not learn the same things nor learn at the same pace.

Accomplished teachers use information about how the students in their classes are doing "on average" as a guide to making judgments about the relative success or failure of an instructional strategy. But they do not forget that there are few average students. They know that some students have moved far beyond that "average" evaluation while others trail. And although they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group.

Accomplished teachers understand that the purposes, timing, and focus of an evaluation affect its form. They are astute observers of students—their movements, their words, and their minds. Teachers track student progress with a variety of evaluation methods, each with its own set of purposes, strengths, and weaknesses. Their knowledge extends to creating their own, sometimes innovative, tools for evaluation, including portfolios, videotapes, demonstrations, and exhibitions. In addition, they may use more traditional measures, such as quizzes or exams. Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work. At other times, they watch their students' behavior as they read to each other or work in the laboratory.

Teachers frequently do not assign grades, for evaluation is not always for the purpose of recording grades; rather, it allows students and teachers to assess where they stand. Teachers also assess students to determine how much they have learned from a unit of instruction, be it a week on seeds, a semester of photography, or a year of athletic training. Student responses then contribute to teachers' decisions about whether to reteach, review, or move on. By continually adding to their repertoire of methods for assessing what students have learned, as well as constantly monitoring student progress, accomplished teachers are able to provide constructive feedback to students, parents, and themselves. Finally, such teachers help their students to engage in **self-assessment**, instilling in them a sense of responsibility for monitoring their own learning.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 15*)

Key Elements of Teacher Practice Related to Standard Indicator 3.3

- Assessments that match clearly defined and appropriate learning outcomes, activities, and expectations
- Frequent monitoring of student learning that is planned and integrated throughout individual lessons using multiple techniques
- Regular assessment of growth and progress of both individual students and the whole class using multiple measures
- Analysis of assessment results to reflect on the effectiveness of instruction as well as to inform future instruction
- Using assessment results to provide specific feedback to students and parents
- Guiding students to assess their own progress against clear criteria

Questions for Reflection and Planning

- How do I incorporate **formative** and **summative** **assessments** into my instructional planning?
- Am I able to determine how each student is moving toward the learning goals during a lesson? What forms of assessment do I use to monitor student growth and progress toward learning outcomes?
- How do I provide regular, specific feedback to individual students and their parents?
- In what ways do I incorporate opportunities for students to engage in peer feedback? What can I do to guide my students toward assessment of their own growth and progress?

3.3 LEVEL 1	
Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not monitor or rarely monitors individual and class learning. Teacher incorrectly administers assessment methods or uses results incorrectly to adjust instruction or provide feedback to students or others.* *Checks for understanding are rare and provide the teacher with little data about the nature of student misunderstandings.* *Assessments are not **standards-based**, aligned to curriculum, adapted for student needs, or used to provide specific and timely feedback to students.* **Teacher inaccurately interprets assessment results.**
Critical Attributes	■ Assessments do not match learning outcomes. ■ Assessments lack criteria for different levels of performance. ■ The teacher makes no effort to check for understanding during the lesson. ■ Students receive no feedback or feedback is nonspecific or directed to the entire class. ■ Students are not asked to self-assess nor peer-assess work. ■ Assessment results are not used to inform future instruction.
Possible Examples	■ The fourth grader asks his teacher, "Why did I get a C on this?" Teacher response: "Because it's C work!" ■ After a third of the class scored poorly on a quiz, the teacher reteaches the lesson to the entire class. ■ The sixth-grade physical education teacher posts: "Demonstrate cooperative and inclusive skills while participating in physical activities" for a learning outcome and then assigns grades based only on arriving on time, having proper footwear, and the number of times a student is told to take a time out on the bleachers.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth.

Teaching practice is advanced through professional learning that will, for example,

Build knowledge and skill in the effective use of a variety of assessment methods.

- Access structured resources (workshops, in-person or online courses, webinars, social media, etc.) to learn about the types of and purposes of assessment methods and matching assessments to learning outcomes.
- Use coaching and feedback to improve assessment practice (utilizing different type of assessment, refining use of data from assessments, etc.).
- Use grade-level or content team meetings to share questions and strategies and identify goals for improving assessment practice.

3.3 LEVEL 2	
Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher infrequently monitors individual and class learning.* *Checks for understanding provide the teacher with little data about the nature of student misunderstandings.* *Some assessments are **standards-based**, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results but does not use them to plan effective changes in instruction or to inform judgments about the relative success and failure of instructional delivery.**
Critical Attributes	■ The teacher uses a single method to check for student understanding that often results in nonspecific evidence of student learning. ■ Students are unclear about how their work on a particular learning task will be evaluated. ■ Teacher's feedback to students is nonspecific and lacks direction to students on how they might improve. ■ The teacher does not use assessment results to evaluate lesson effectiveness or to inform future instruction beyond the whole class. ■ The teacher's efforts to have students self-assess or peer-assess work lack purpose and clear next steps.
Possible Examples	■ During the third-grade science demonstration, the teacher checks for understanding by asking "Do you understand?" "Do you have any questions?" and a few content-specific questions. ■ When the observer asks the seventh-grade health education student how the student's project will be evaluated, the student replies, "the teacher will give us a grade." When asked what the grade will be based on, student adds, "If it looks good, we'll get an A." ■ The teacher returns the algebra practice sheets marked with a percentage correct and X's next to incorrect answers with no written or oral explanation, prompting, or follow-up. ■ After administering a U.S. government unit pretest, which resulted in scores ranging from 20 to 84 percent, the teacher continues with the same whole-group instruction and learning activities as originally outlined in his plan book.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Use assessment flexibly to expand and deepen understanding of learner performance and determine best supports for continued learner growth.

Teaching practice is advanced through professional learning that will, for example,

Build knowledge and skill in the effective use of a variety of assessment methods.

- Access structured resources (workshops, in-person or online courses, webinars, social media, etc.) to learn about the types of and purposes of various assessment methods and matching assessments to learning outcomes.
- Use coaching and feedback to improve assessment practice (utilizing different types of assessments, refining use of data from assessments, etc.).
- Use grade-level or content team meetings to share questions and strategies and identify goals for improvement in assessment practices.

Build knowledge and skill to engage learners in monitoring their own growth.

- Access resources (workshops, in-person or online courses, webinars, social media, etc.) on developing criteria to guide students' work as well as to provide feedback to students.
- Gather (through interactions, Internet research, etc.) and use strategies to collect and organize data for use in guiding the teacher and students in monitoring progress (running records, charts, etc.).
- Share practice and seek feedback from one or more colleagues on using data to engage students in **self-assessment** and peer assessment.

3.3 LEVEL 3	
Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher periodically monitors individual and class learning, checking for understanding with a variety of assessment methods.* *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction.* *Assessments are **standards-based**, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to plan and adjust instruction and to inform judgments about the relative success or failure of an instructional strategy.**
Critical Attributes	■ Growth and progress toward all learning outcomes are assessed with a variety of methods. ■ Formal and informal strategies for monitoring student understanding are intentionally woven throughout lessons. ■ Feedback to students is specific and timely and provides guidance to advance learning. ■ Adjustments to instruction based on analysis of assessment results is evident in lesson plans. ■ Learning expectations and criteria for work are clear; and students have opportunities to periodically assess their own work or that of their peers. ■ Assessments are modified to meet the needs of individual students, when warranted.
Possible Examples	■ The third-grade teacher circulates during the small-group science activity, using specifically designed questions and prompts (such as, What do you notice? Why do you think that is happening? What makes you think that? What do you expect to happen when you...?) to elicit evidence of student understanding and guide their work. ■ Students respond on individual whiteboards with inconsistent and inaccurate solutions to the problem posed by the teacher. The teacher follows up by assigning small-group instruction, peer work, and independent practice to different students on the basis of their responses. ■ Students in the 10th-grade English class conduct peer conferences, providing specific feedback to one another against the rubric criteria for the writing assignment. ■ The chemistry teacher tells the students, "I realize that we had originally planned to move on to the next section today, but most of you seemed to struggle with calculating the volume of compounds needed in the reactions. We're going see if trying a different approach might make it easier for you."
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Develop, align, and apply a variety of assessment techniques and strategies to maximize student learning and improve school curriculum and instruction.

Teaching practice is advanced through professional learning that will, for example,

Expand knowledge and skill in the development and application of a variety of assessment methods.

- Learn and use techniques to develop complex performance tasks and related performance rubrics, collaborating with colleagues to strengthen the design of the tasks and criteria.

Build skills in collaborative analysis of data.

- Access a variety of resources and collaborate in developing skills and procedures for identifying, organizing, and representing data in ways that are accessible to multiple audiences.

Expand knowledge and skill in engaging learners in self-assessment and peer assessment.

- Access video exemplars (or other resources) of strategies to develop peer assessment and adapt those strategies into your own practice.
- Identify or design and implement protocols for learner **self-assessment** and document learner feedback to adapt your practice.

3.3 LEVEL 4	
Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher consistently monitors individual and class learning, checking for understanding with a variety of assessment methods, including* ***peer and self-assessments.*** *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction. Teacher uses assessment data to engage students in self-reflection and monitoring progress toward academic goals.* *Assessments are* ***standards-based****, aligned to curriculum, adapted to student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to self-evaluate, to plan and adjust instruction, and to inform judgments about the relative success or failure of an instructional strategy.**
Critical Attributes	■ Consistent monitoring of student understanding is constantly refined and includes strategies that inform the teacher of group and individual student understanding. ■ Criteria for quality work are clear and include student participation in establishing the performance criteria. ■ Students are provided opportunities to choose how their work is assessed. ■ High-quality feedback is timely, improvement focused, and specific, coming from a variety of sources, including peers. Teacher-designed assessments include **authentic tasks** and real-world application where appropriate. ■ Students are routinely engaged in **self-assessment or peer assessment** to monitor their own understanding.
Possible Examples	■ As students start a musical composition project, the teacher says, "As you are working on this project, keep in mind the performance criteria that the class established for this piece, which I've posted here and online." ■ Eighth graders use the persuasive writing rubric to engage peer-conferencing on their research-supported persuasive essays to the building principal on the cell phone policy. After which they receive further specific feedback from the teacher before presenting their final essays to the principals. The physical education teacher reviews the expectations for cooperation and inclusion before students start a particular game and then provides time at the end of class for students to reflect in journals about their own performance against the lesson's goals and the group's level of cooperation.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Develop, align, and apply a variety of assessment techniques and strategies to maximize student learning and improve school curriculum and instruction.

Teaching practice is advanced through professional learning that will, for example,

Increase learner involvement in assessment and feedback processes.

- Develop or participate in a study group to identify resource to support improvement of learner **self-assessment and peer assessment.**
- Work collaboratively with colleagues to select and design strategies to help students analyze data on their learning growth and progress and personal goals.

Build networks of professional colleagues to support ethical assessment practice.

- Access professional literature related to specific assessment needs of particular groups of learners and share these resources with colleagues.

Promote collaborative action research on student-directed assessment practices.

- Work with colleagues and specialists to apply action research practices to issues in improving assessments to make them more **student-centered** and supportive of learner growth.

STANDARD INDICATOR 4.1

REFLECTIVE PRACTICE

The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practices and goals for professional growth.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are grounded not only in the literature, but also in their experience. They engage in lifelong learning, which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

The demands of teaching often present stiff challenges that do not lend themselves to simple solutions. Conflicting objectives regularly require teachers to fashion compromises that will satisfy several parties. A Western civilization teacher, for example, attempting to reconcile demands for coverage with demands for in-depth understanding, will do what is necessary to race from Plato to NATO yet set aside time to develop in students the understanding that history is evolutionary rather than a series of events strung together chronologically. Likewise, a third-grade teacher will find a way to introduce students to the idea that writing is a thinking process, while ensuring that students are learning the basics of spelling and grammar.

Teachers also face choices that force them to sacrifice one goal for another. For instance, teachers who are committed to teaching mathematics for conceptual understanding want to teach students to see number relationships in the real world, to represent them with appropriate symbols, and to use their knowledge of mathematical formulas and computational skills to manipulate those numbers. Such teaching requires giving students time to frame their own problems, find their own solutions, and compare those solutions with alternatives posed by their classmates. Students who have learned through experience that mathematics class involves filling out worksheets and doing problem sets may dislike the uncertainty inherent in problems with multiple or no solutions; they may be troubled that their teacher now wants them to discuss the reasons that a particular solution makes sense. Abandoning speed and accuracy as the criterion of success may temporarily jeopardize students' performance on standardized tests, even as the teacher fosters growth in the depth of students' mathematical competence. In deciding to teach in this way, a teacher risks alienating students, parents, and administrators who have their own strong ideas of what mathematics class is supposed to look like and the kind of competence it is supposed to yield. Such circumstances call on teachers to employ their professional knowledge of what makes for sound practice, with the interest of their students given paramount consideration. Although more than one satisfactory path may be followed to balance non-complementary objectives, the teacher's decision will be grounded in established theory and reasoned judgment.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 16*)

Key Elements of Teacher Practice Related to Standard Indicator 4.1

- Reflection on instructional decision making in order to modify and improve approaches and interactions, making decisions on the basis of student learning needs and best practice
- Decisions that are grounded in established theory and reasoned judgment
- Decisions calculated to manage the depth versus breadth aspect of the required curriculum
- Professional goals that are aligned to the student needs

Questions for Reflection and Planning

- Am I able to reflect on and assess the effectiveness of my practice accurately?
- Do I use those reflections to make adjustments to my teaching on the basis of the needs of students and use of best practices?
- How do I develop unit and lesson planning goals, activities, and instructional strategies that are appropriate for the needs of particular individuals and groups of students?
- What do I consider when I make instructional decisions in relation to teaching for depth versus breadth?
- Are my professional goals based on my practice needs as well as the learning needs of my students?

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.1 LEVEL 1	
Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.	
Level 1, Ineffective	
Performance-Level Descriptors	**Teacher rarely reflects on practice.** **Teacher creates professional goals without analyzing evidence or develops standalone goals.** **OR** **Teacher does not set a goal.**
Critical Attributes	■ Teacher does not collect, organize, and analyze data to reflect on his or her practice and learner responses to instruction. ■ Teacher does not collect, organize, and analyze data to identify areas and set goals for improvement in practice. ■ Teacher focuses on "covering" a wide span of basic skills and knowledge without concern for what students have learned, retained, and are able to apply with success.
Possible Examples	■ When asked about a lesson, the teacher is unaware that it was ineffective and is not able to provide any suggestion for modifications. ■ The high school science teacher senses that many of his students struggle with reading and understanding the science text but is not sure what to do and does not consider teaching reading strategies to be part of his teaching assignment. ■ When asked about his course of study, the teacher pulls out the binder of lesson plans that she has used for the past four years. ■ The history teacher states, "We need to get through more than 2,000 years in one year of world history, so we need to keep moving."
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Analyze multiple sources of evidence to evaluate the impact of instructional choices and identify areas for adjustment and growth in professional practice.

Teaching practice is advanced through professional learning that will, for example,

Build skill in working with data.

- Use structured input (e.g., workshops, in-person or online courses, webinars) on using data analysis for planning.
- Seek coaching to identify questions to guide reflection on data.

Strengthen skills in analysis of, and reflection on, evidence related to learner needs and professional practice.

- Work with a coach or colleagues to guide reflective analysis and evaluation of practice.
- Keep a journal of learner growth using a variety of forms of data.

Build skills in developing a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Work with a coach or experienced colleague to determine needs, set goals, and identify individually focused learning experiences to improve practice and student performance.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.1 LEVEL 2	
Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.	
Level 2, Developing	
Performance-Level Descriptors	**Teacher uses little data to set goals and periodically reflect on practice.**
Critical Attributes	■ Teacher collects, organizes, and analyzes one or two, usually **summative**, sources of data when reflecting on his or her practice and learner responses to instruction. ■ Teacher collects, organizes, and analyzes one or two, usually **summative**, sources data to identify areas of weakness and set goals for improvement in practice. ■ Teacher makes attempts but is unsure of how to make decisions to balance the required number of student objectives while considering his or her concern for what students have learned, retained, and are able to apply with success.
Possible Examples	■ A teacher states, "I knew during instruction that some of the students were struggling with the concept of area and perimeter, but I was surprised at how many of them were not able to solve the problem correctly on the exit slip. I will review this information and make adjustments to the lesson tomorrow. I may need to group students or partner them up as I reteach this." ■ As the teacher reviews her students' final copies of the narrative writing assignment, she realizes that her students could have benefitted from a tighter revision process, and she might need to seek out some assistance on learning more about best practice in using the writing process. ■ At the end of the year, a teacher reflects on the progress of the students using only the results of the state test. ■ A teacher realizes that about half of his eighth-grade students did not understand the major concepts from the unit on ratios and proportions. He spends one period going over the student errors but then goes on to the next unit anyway, thinking that they needed to keep going to cover all the objectives for the midterm examination.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Analyze multiple sources of evidence to evaluate the impact of instructional choices and identify areas for adjustment and growth in professional practice.

Teaching practice is advanced through professional learning that will, for example,

Build skill in working with data.

- Use structured input (e.g., workshops, in-person or online courses, webinars) on using data analysis for planning.
- Seek coaching to identify questions to guide reflection on data.

Strengthen skills in analysis of, and reflection on, evidence related to learner needs and professional practice.

- Consult with grade-level or content area team for professional learning options that can support learners.
- Work with a coach or colleagues to guide reflective analysis and evaluation of practice.
- Keep a journal of learner growth using various forms of data.

Build skills in developing a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Work with a coach or experienced colleague to determine needs, set goals, and identify individually focused learning experiences to improve practice and student performance.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.1 LEVEL 3	
Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.*
Critical Attributes	■ Teacher collects, organizes, and analyzes multiple types of anecdotal, **formative**, and **summative** data when reflecting on his or her practice and learner responses to instruction. ■ Teacher collects, organizes, and analyzes multiple types of anecdotal, **formative**, and **summative** data to identify areas of weakness and set goals for improved practice. ■ When looking at student results and planning next steps, the teacher makes decisions about how to balance the required number of student objectives to be taught with what students have learned and need to retain and apply. He or she and makes adjustments to provide the needed support or in some cases make revisions to prioritize what is taught.
Possible Examples	■ In preparing for the week's lessons, the teacher considers the work in the student problem solving journal and the quiz from the previous week to determine the content, resources, and grouping structures needed for the lessons. ■ The science teacher reflects on how the students were really engaged in the experiment but is disappointed in the quality of the journal entries that the students completed. He offers several specific ideas on how he could have provided better directions and shares a model of the expectations he has for the journal entry that he will provide to students. ■ In identifying the focus for his personal growth goals for the year, the Grades K–5 music teacher looks back at her successes and challenges from the previous years, the developmental needs of the various ages, and ways to make connections to the academic content. ■ As she is teaching, the ninth-grade English teacher realizes she will need to plan for more time with the current work on persuasive writing to focus on better use of supporting evidence and perhaps skip or limit the time on narrative writing.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Collaborate with others to analyze multiple sources of evidence, evaluate the impact of decisions regarding curriculum, instruction, and assessment, and identify areas for adjustment and professional growth.

Teaching practice is advanced through professional learning that will, for example,

Expand and refine skill in working with data.

- Work with colleagues to guide reflective analysis and evaluation of practice.

Refine skills in analysis of, and reflection on, evidence related to learner needs and professional practice.

- Use protocols to guide reflective analysis and evaluation of practice.
- Work with colleagues to brainstorm ways to communicate and display data in a manner that is accessible and engaging to learners and parents.
- Keep a journal of learner growth using a variety of forms of data.

Expand skills in developing a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Consult with grade-level or content area team for professional learning options that can support learners.
- Share plan with key colleagues for feedback.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.1 LEVEL 4	
Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.*
Critical Attributes	■ Teacher strategically collects, organizes, and deeply analyzes multiple types of anecdotal, **formative**, and **summative** data when reflecting on his or her practice and learner responses to instruction. ■ Teacher strategically collects, organizes, and deeply analyzes multiple types of data to identify areas of weakness and set goals for improvement in practice. ■ When looking at student results and planning next steps, the teacher makes decisions about how to balance the required number of student objectives to be taught with what students have learned and need to retain and apply. He or she and makes adjustments to provide the needed support or in some cases make revisions to prioritize what is taught.
Possible Examples	■ After the completion of a unit, the teacher reflects using data from a variety of sources, including a student pre- and post- assessment, writing folder, and student **self-assessment**. On this basis, she offers specific alternative actions, complete with the probable success of different courses of action. ■ The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. ■ A middle school history teacher, who is learning to improve his practice in providing multiple examples of and scaffolded practice for citing specific evidence to support analyses of historical texts, seeks input from the language arts teachers about student instructional reading levels and uses student interests to select and use supplementary texts. ■ As the teacher reviews the results of the student work in their mathematics problem solving journals and observes her fifth-grade students struggling and giving up on the problem of the day, she realizes that more time needs to be spent on developing the dispositions of the Mathematics Practice Standards in the Common Core, which will require her to revise her unit planning and determine how she can accomplish learning in fewer lessons.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Analyze multiple sources of evidence to evaluate the impact of instructional choices. Guide, mentor, and coach others in synthesizing data, evaluating impact of practice, and setting goals for improvement.

Teaching practice is advanced through professional learning that will, for example,

Expand and refine skill in working with data.

- Pursue advanced or graduate work in quantitative and qualitative data analysis and facilitation of data-driven conversations.

Expand and refine skills in analysis of, and reflection on, evidence related to learner needs and professional practice.

- Keep a journal on how teaching affects student learning.

Use protocols to guide reflective analysis and evaluation of practice.

- Work with colleagues to brainstorm ways to communicate and display data in a manner that is accessible and engaging to learners and parents.
- Expand skills in developing a professional growth plan.
- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Consult with grade-level or content area team for professional learning options that can support learners.
- Share your plan with key colleagues for feedback.

STANDARD INDICATOR 4.2

CONTINUOUS PROFESSIONAL GROWTH

The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Aware that experience is not always a good teacher, proficient teachers search out other opportunities that will serve to cultivate their own learning. As savvy students of their own teaching, they know the value of asking others to observe and offer a critique of their teaching. They also know the value of writing about their work and of soliciting reactions from parents and students. Thus, masterful teachers develop specialized ways to listen to their students, colleagues, and administrators and reflect on their teaching in order to improve their practice.

Able teachers also are students of education scholarship and are cognizant of the settled and unsettled territory in their field. They stay abreast of current research and, when appropriate, incorporate new findings into their practice. They take advantage of teacher centers and special conferences and workshops. They might conduct and publish their own research, if so inclined, for testing of new approaches and hypotheses is a commonplace habit among adept teachers, even if the approach is a normally overlooked and undocumented one. Wise teachers understand the legitimacy and limitations of the diverse sources that inform teaching, and they continually draw upon them to enrich their teaching. Their enthusiasm for, and commitment to, ongoing professional development exemplifies a disposition they hope to nurture in students. Hence, the thinking, reasoning, and learning that characterize first-rate teaching are doubly valuable: not only are thoughtful teachers able to teach more efficiently and effectively, they also are models for the critical analytic thinking that they strive to develop in our youth.

Teachers who are themselves exemplars of careful reasoning—considering purposes, marshaling evidence, and balancing outcomes—are more likely to communicate to students the value and manner of such reasoning. Moreover, they model other dispositions and traits as well, such as a commitment to creativity in their work and the disposition to take risks in exploring new intellectual, emotional, physical, or artistic territories. Proficient teachers, then, are models of educated persons. Character and competence contribute equally to their educative manner. They exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, p. 17*)

Key Elements of Teacher Practice Related to Standard Indicator 4.2

- Searching out opportunities that will serve to cultivate their own learning
- Value placed on opportunities for others to observe and offer a critique of their teaching
- Staying abreast of current research and, when appropriate, incorporating new findings into their practice
- Enthusiasm for, and commitment to, ongoing professional development that exemplifies a disposition they hope to nurture in students
- Exemplifying the virtues teachers seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation

Questions for Reflection and Planning

- What resources do I use to expand my skills and knowledge about content and teaching strategies?
- What professional development opportunities do I participate in to improve my practice?
- How do I solicit feedback from colleagues, students, and parents and how do I use that feedback to improve my planning and instruction?
- How do I use peer observation and feedback to improve my practices?
- What additional methods do I use to inform myself of current best practices?
- How do I demonstrate enthusiasm for ongoing professional development that exemplifies a disposition I hope to nurture in students?

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.2 LEVEL 1	
Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
Level	
Performance-Level Descriptors	*Teacher does not reference current research-based resources or use feedback from others to inform professional growth.* OR *Teacher does not actively participate in professional learning opportunities.*
Critical Attributes	■ Teacher does not seek out opportunities that will serve to cultivate his or her own learning. ■ Teacher does not participate in opportunities for others to observe and offer a critique of his or her teaching. ■ Teacher does not stay abreast of current research and, when appropriate, incorporate new findings into his or her practice.
Possible Examples	■ A teacher makes it clear that she is not interested in having peers observe in her classroom. ■ A teacher's mathematics units show little to no connections to instructional practices that are based on current research. ■ The only professional development that an art teacher attends is that which occurs during the required staff meeting.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Assume ownership and responsibility for ongoing professional learning connected to learner needs.

Teaching practice is advanced through professional learning that will, for example,

Build skills on how to develop a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Work with a coach or experienced colleague to determine needs, set goals, and identify individually focused learning experiences to improve practice and student learning.

Build skills in identifying and accessing research, resources, and critical colleagues to implement professional growth plans.

- Seek coaching to identify questions to guide reflection on data that identifies learner needs and ways to incorporate that knowledge into ongoing practice.
- Work with a coach or colleague to seek out resources and job-embedded opportunities for professional growth and select those that support the individual professional growth plan.

Actively seek out and incorporate feedback to strengthen practice.

- Participate in opportunities to observe other classrooms and be observed utilizing the learning to improve practice.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.2 LEVEL 2	
Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher uses some available current research-based resources or feedback when provided but does not seek out such resources on his or her own.* *Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.*
Critical Attributes	■ Teacher attends professional development activities that are organized or required by the school or district. ■ Teacher participates in opportunities for others to observe and offer a critique of their teaching when organized or required by the school. ■ Teacher stays abreast of current research but works inconsistently to incorporate new findings into his or her practice.
Possible Examples	■ A teacher administers the required student input survey but does not consistently use the feedback to make changes in his classroom practice. ■ As part of the peer review program, a teacher agrees to have a peer observe in her classroom, engages in the required post-observation, and signs off on its completion to satisfy the school requirement. ■ As a result of his observation, the teacher met once with his coach to address some of the feedback from his principal. He makes initial attempts to review some recommended research and implement the suggestions from the coach but requests no additional feedback.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Assume ownership and responsibility for ongoing professional learning connected to learner needs.

Teaching practice is advanced through professional learning that will, for example,

Build skills on how to develop a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Work with a coach or experienced colleague to determine needs, set goals, and identify individually focused learning experiences to improve practice and student learning.

Build skills in identifying and accessing research, resources, and critical colleagues to implement professional growth plans.

- Seek coaching to identify questions to guide reflection on data that identifies learner needs and ways to incorporate that knowledge into ongoing practice.
- Work with a coach or colleague to seek out resources and job-embedded opportunities for professional growth and select those that support individual professional growth plan.

Actively seek out and incorporate feedback to strengthen practice.

- Participate in opportunities to observe other classrooms and be observed, and utilize the learning to improve practice.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.2 LEVEL 3	
Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.* *Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively impact student learning.*
Critical Attributes	■ Teacher actively searches out opportunities that will serve to cultivate his or her own learning. ■ Teacher values opportunities for others to observe and offer a critique of his or her teaching. ■ Teacher stays abreast of current research and, when appropriate, incorporates new findings into his or her practice.
Possible Examples	■ The teacher has been working on a particular instructional strategy with the mathematics coach and asks her grade-level colleagues to observe a lesson and provide feedback before their next **professional learning community** meeting. ■ The teacher joins a technology partnership and is able to incorporate the use of many new resources that he finds truly beneficial for motivating his students and increasing the quality of their work. ■ The teacher attends the district workshops on literacy centers and implements strategies that are improving the engagement of the students during center time.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Assume ownership and responsibility for ongoing professional learning connected to learner needs.

Teaching practice is advanced through professional learning that will, for example,

Expand skills in developing a professional growth plan.

- Examine your own teacher evaluation data and Identify strengths and weaknesses.
- Work with a coach or experienced colleague to determine needs, set goals, and identify individually focused learning experiences to improve practice and student learning.

Build skills in identifying and accessing research, resources, and critical colleagues to implement professional growth plans.

- Collaborate with others to identify questions to guide reflection on data that identifies learner needs and ways to incorporate that knowledge into ongoing practice.
- Work with colleagues to seek out resources and job-embedded opportunities for professional growth and select those that support the individual professional growth plan.
- Keep a journal of how implementation of new practices are affecting student learning.

Actively seek out and incorporate feedback to strengthen practice.

- Participate in opportunities to observe other classrooms and be observed, and utilize the learning to improve practice.

Core Proposition 4: Teachers think systematically about their practice and learn from experience.

4.2 LEVEL 4	
Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher seeks out and accesses relevant current research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.* *Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively impact student learning and can communicate this impact to others*
Critical Attributes	■ Teacher searches out a variety of opportunities that will serve to cultivate his or her own learning. ■ Teacher participates regularly in opportunities for others to observe and offer a critique of his or her teaching. ■ Teacher stays abreast of current research, sometimes develops findings on the basis of his or her own experiences, and when appropriate, incorporates new findings into his or her practice. ■ Teacher has enthusiasm for, and commitment to, ongoing professional development that exemplifies a disposition she or he hopes to nurture in students.
Possible Examples	■ A teacher has developed a comprehensive plan to better incorporate feedback into his ongoing work: At the end of each unit, he has students work in discussion groups to provide feedback on the effectiveness of the unit and what could be improved; as he plans the unit, he often asks colleagues to look at some of his plans and make suggestions; and at some point in the unit, he invites a colleague or his principal to observe a new strategy he is working on and provide feedback. He also sends home a student work folder showcasing the work from the unit and invites parents and caregivers to comment and ask questions about the work and return it to school. ■ A teacher initiates a semester-long action research project that will guide her in improving her **formative assessment** practices. She presents her progress to peers during team meetings and seeks feedback to make adjustments as she proceeds. ■ A teacher has taken an active role in both developing and providing training on the peer review process.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Collaborate with others to design and implement professional learning for self and others.

Teaching practice is advanced through professional learning that will, for example,

Expand skills in facilitating adult learning.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop facilitation and coaching skills for working with adult learners.
- Seek feedback from mentors to refine skill in working with adult learners.

Build skills in designing professional learning experiences to improve practice.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to augment skill in developing targeted professional learning experiences for adult learners.
- Use grade-level and content area team meetings to seek feedback on planning appropriate collaborative professional learning experiences.

STANDARD INDICATOR 5.1

PROFESSIONAL COLLABORATION

The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

Committed career teachers assume responsibility in cooperation with their administrators for the character of the school's instructional program. They are team players willing to share their knowledge and skill with others and participate in the ongoing development of strong school programs. This participation may take many forms, such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly **inquiry** and artistic activity, or forming study groups for teachers.

Accomplished teachers attend to issues of continuity and equity of learning experiences for students that require schoolwide collaboration across the boundaries of academic tracks, grade levels, special and regular instruction, and disciplines. Such boundaries, constructed as much out of traditional patterns of school organization as out of instructional rationales, often are counterproductive and damaging to student learning. Teachers cultivate a critical spirit in appraising such schooling commonplaces, together with a willingness to work with administrators toward schoolwide improvements that can include revision of organizational as well as instructional features of schooling.

The development of curriculum and the coordination of instruction are particularly important functions shared among teachers and administrators. Proficient teachers collaborate in planning the instructional program of the school to ensure continuity of learning experiences for students. They possess the interpersonal skills needed to work on teams and a willingness to work together in the interests of the school community. Consonant with their role in curriculum planning and coordination, teachers are aware of the learning goals and objectives established by state and local authorities. Professional practice requires that teachers be knowledgeable about their legal obligation to carry out public policy as represented by state statute and regulation, school board directives, court decisions, and other policies.

Accomplished teachers also participate in the coordination of services to students. Today's schools include a wide variety of educational specialists; with increasing specialization has come the need for coordination, lest pupils' educational experiences become fragmented. The growing practice of mainstreaming special-need students to ensure that they are being educated in the least restrictive environment has meant that general and special education teachers need to work with one another. Compensatory education programs typically involve teaching pupils outside regular school settings. The various programs for English as a second language, bilingual education, and English immersion often require cooperation among teachers of non-English-speaking and limited-English-speaking youth. Teachers are adept at identifying students who might benefit from such special attention and at working in tandem with specialists.

In addition to working on the improvement of schoolwide curricula and the coordination of instruction, teachers work together to strengthen their teaching. Sometimes, they observe each other teaching; at other times, they engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies. Although the particulars of how teachers choose to improve their instruction will vary with the structure of opportunity and a teacher's dispositions and interests, the principle underlying such engagement is the continuous pursuit of teaching excellence in the company of peers.

Core Proposition 5: Teachers are members of learning communities.

Strong schools emphasize a process of continuous improvement. They are organized to find and solve problems and to locate, invent, and experiment with various methods of instruction and school organization. Teachers within such schools work not only on professional development, but also on schoolwide improvements. This approach to collaboration, further enhanced by a willingness to assume active leadership roles within and beyond the learning community, is part of what constitutes a professional orientation to teaching and part of what distinguishes the professional teacher. The conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 18–19*)

Key Elements of Teacher Practice Related to Standard Indicator 5.1

- A readiness to work collaboratively to engage in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff, and in many other school-site policy decisions fundamental to the creation of highly productive learning communities
- Attention to issues of equity of learning experiences for students that require schoolwide collaboration in planning the instructional program to ensure continuity of learning experiences for students
- Participation in the coordination of services to students (special needs, compensatory education, English as a second language)
- A team spirit and willingness to share knowledge and skill with others, such as by mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly **inquiry** and artistic activity, or forming study groups
- Collaborative work on schoolwide improvements, assumption of leadership roles within and outside the learning community when possible.

Questions for Reflection and Planning

- In what ways do I collaborate with others in and outside my content area to support student learning and coordinate services?
- In what ways do I utilize the knowledge other school professionals have on content, instructional strategies, and students?
- How do I build effective relationships with colleagues that are based on mutual support and cooperation?
- How do I work with colleagues to promote and foster a positive, solution-oriented work environment?
- How do I contribute to the success of schoolwide improvement?
- What opportunities are there for me to take a leadership role within and outside the learning community?

5.1 LEVEL 1	
Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not actively participate in collaborative activities.*
Critical Attributes	■ Teacher does not participate on instructional teams nor use advice from colleagues to improve practice to meet the needs of all learners. ■ Teacher participates in the coordination of services to students (special needs, compensatory education, English as a second language) only when directed. ■ Teacher does not participate in schoolwide efforts to implement a shared vision and contribute to a supportive culture. ■ Teacher does not participate in or work to create professional development in support of learner development and growth.
Possible Examples	■ During the scheduled **professional learning community** time, a teacher generally states that he or she has something else she has to do. When she does attend, she is not prepared and does not contribute to the discussion. ■ As the implementation of the agreed-upon schoolwide focus on thinking maps began, no evidence of application was seen in the teacher's room. ■ Although there are resources and personnel available in the school to assist with the needs of the English language learners in her class, the teacher does not utilize the support to better meet these students' needs.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen collaborative engagement with colleagues.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to effectively participate in learning communities.

Build skills in dialogue.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate issues.

5.1 LEVEL 2	
Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
Level 2, Developing	
Performance-Level Descriptors	*When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement and student learning.*
Critical Attributes	■ Teacher participates in instructional teams and uses advice from colleagues to improve practice to meet the needs of all learners when invited or required to do so. ■ Teacher participates in the coordination of services to students (special needs, compensatory education, English as a second language) only when required. ■ Teacher participates in schoolwide efforts to implement a shared vision and contribute to a supportive culture when required. ■ Teacher participates in or works to create professional development to support learner development and growth when invited or required to do so.
Possible Examples	■ The teacher attends the third-grade **professional learning community** meetings, brings the requested information, and sometimes shares strategies with colleagues. ■ The teacher collaborates with the special education teacher, completing the required paperwork, but does not actively participate in the discussion of progress or next steps. ■ The teacher participates in schoolwide activities only when asked by the principal. ■ The teacher went to the technology conference when he was strongly encouraged by his content area team.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen collaborative engagement with colleagues.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to build and effectively participate in learning communities.

Build skills in dialogue.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate issues.

5.1 LEVEL 3	
Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher engages positively in collaborative professional learning activities that contribute to school improvement and student learning.*
Critical Attributes	■ Teacher collaborates with colleagues on instructional teams to seek and offer feedback that support learners and improve practice. ■ Teacher participates in the coordination of services to students (special needs, compensatory education, English as a second language) through exchanging information, advice, and resources with colleagues. ■ Teacher engages in schoolwide decision making with colleagues to identify common goals and monitor and evaluate progress toward these goals. ■ Teacher actively participates in or works to develop professional development to support learner development and growth.
Possible Examples	■ The teacher is an active participant in the grade-level **professional learning community** and comes prepared with student data and strategies to share. ■ The mathematics teacher seeks out opportunities to collaborate with the art teacher to extend and enhance her students' thinking in mathematics. ■ During the schoolwide review of student data on the quarterly assessment, the teacher shared his analysis of the results with some initial thinking about probable causes and possible next steps to improve the learning. ■ The teacher participates in a book study that meets monthly to focus on topics about enhancing **formative assessment** practices to better identify the needs of her students.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen collaborative engagement with colleagues.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively.

- Seek feedback to improve active listening, empathy, reframing, and perspective taking as part of a process to build and effectively participate in learning communities.

Build skills in dialogue.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate issues.
- Use technology to build collaborative skills.

5.1 LEVEL 4	
Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.* *Teacher assumes proactive and creative leadership roles within and outside his or her learning community.*
Critical Attributes	■ Teacher collaborates with colleagues and brings innovative practices that meet learner needs to the instructional team and supports colleagues in their use and in analyzing their effectiveness. ■ Teacher participates in the coordination of services to students (special needs, compensatory education, English as a second language) through exchanging information, advice, and resources with colleagues and families. ■ Teacher advocates for continuous evaluation and improvement of the schoolwide goals to ensure alignment with learner needs. ■ Teacher actively participates in and presents or facilitates professional development to support learner development and growth.
Possible Examples	■ A teacher organizes and facilitates a monthly meeting that brings teachers together across disciplines to explore alternative strategies to benefit hard-to-reach students. ■ A teacher works regularly with the English language learner, special education, and speech teachers to gain ideas and strategies to better connect with her struggling students and English learners to improve access to the learning. ■ After a meeting that resulted in some heated disagreement, a teacher offered to do some additional research and organize a follow-up meeting of key stakeholders in the discussion. ■ A teacher offers to represent the school at the district science meeting, gathers her colleague's ideas and questions to share with others at the meeting, and prepares mini-workshops to share strategies on the basis of what she learned at the meeting.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen collaborate engagement with colleagues and develop leadership skills in various collaborative contexts.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively.

- Seek feedback to improve active listening, empathy, reframing, and perspective taking as part of a process to build and effectively participate in learning communities.

Build skills in dialogue.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate issues.
- Use technology to build collaborative skills.

Strengthen analysis and reflection on strengths and weaknesses in collaborative work.

- Seek feedback from colleagues on the use of strategies to support collaboration.
- Participate in a professional organization to develop leadership skills (e.g., evaluation and problem solving).
- Read current literature on leadership and how to apply these strategies to collaborative processes in schools.

STANDARD INDICATOR 5.2

ENGAGEMENT WITH CAREGIVERS AND COMMUNITY

The teacher engages in ongoing communication and collaboration with students' homes and caregivers[3] and takes advantage of community resources to enhance student learning and school effectiveness.

Teachers share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs. Kindergarten teachers, for example, can help parents understand that reading stories to their children is more important for literacy development than completing worksheets on letters.

In the best of all worlds, teachers and parents are mutually reinforcing partners in the education of young people. But three circumstances complicate this partnership. First, the interests of parents and schools sometimes diverge, requiring teachers to make difficult judgments about how best to fulfill their joint obligations to their students and to parents. Second, students vary in the degree and kind of support they receive at home for their schoolwork. The effects of culture, language, and parental education, income, and aspirations influence each learner. Teachers are alert to these effects and tailor their practice accordingly to enhance student achievement. When faced with an unavoidable conflict, however, the teacher must hold the interests of the student and the purposes of schooling paramount. Third, the behavior and mindset of schools and families can be adversarial. Some parents are distrustful of the school's values or feel that schools undermine the family's potential to contribute to their children's intellectual growth. Students get caught in the middle, their allegiance to and affection for each party challenged by the other. Accomplished teachers develop skills and understanding to avoid these common pitfalls and work to foster collaborative relationships between school and family.

The changing family structure in our society creates new challenges as well, for there now are more youth with single parents, working parents, and parents with inadequate income. Thus, creating home–school partnerships has become more difficult for teachers and parents in many communities. In attempting to work creatively and energetically with families for the purpose of students' development, able teachers acquire knowledge and understanding of individual students' lives outside school. A teacher's foremost responsibility is to the intellectual development of our youth, but they are mindful of the broad range of children's needs, including the need for guidance and the strong presence of caring and nurturing adults. Students' physical, emotional, and social well-being cannot be separated from their intellectual growth.

Professional teachers cultivate knowledge of their school's community as a powerful resource for learning. The opportunities are many for enriching projects, lessons, and study: observing the city council in action; collecting oral histories from senior citizens; studying the ecology of the local environment; visiting a nearby planetarium; drawing the local architecture; or exploring career options on-site. Moreover, within all communities, there are valuable resources, such as other teachers and students, senior citizens, parents, business people, and local organizations that teachers can engage to assist, enhance, and supplement their work with students. Accomplished teachers actively seek out these stakeholders to advocate for the support and resources necessary to meet the needs of learners and their families.

[3] The terms "family," "parent," and "caregiver" are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of students.

Teachers also cultivate knowledge about the character of the community and its effects on the school and students. They develop an appreciation for ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence. Accomplished teachers seek to capitalize on these opportunities and to respond productively to students' diverse backgrounds. There is a balance here. Schools and teachers cannot alleviate all the social problems that they encounter. Yet teachers confront the human condition daily in all its variety, splendor, and misery. They must be humane, caring, and responsive to students and their problems, while they maintain a focus on their distinctive professional responsibilities.

(Adapted from NBPTS, *What Teachers Should Know and Be Able to Do, pp. 19–20*)

Key Elements of Teacher Practice Related to Standard Indicator 5.2

- Regular communication with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs
- Alertness to the importance of home–school relationships and tailoring their practice accordingly to enhance student achievement (When faced with an unavoidable conflict, the teacher must hold the interests of the student and the purposes of schooling paramount.)
- Skills and understanding to work to foster collaborative relationships between school and family
- Cultivation of knowledge of the teacher's school's community as a powerful resource for learning
- An appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence
- Advocacy for the support and resources necessary to meet the needs of learners and their families

Questions for Reflection and Planning

- How do I communicate with parents and caregivers? For what reasons?
- What resources do I provide to families to help them understand how to best support their children's learning?
- How I make myself regularly available to all parents?
- How do I solicit input from parents about their children's learning?
- How do I build on the family, cultural, and community values in the interest of student learning?
- In what ways do I help families feel included in the school community?
- How do I communicate student accomplishments, successes, and means for accomplishing higher goals?
- How do I make parents feel comfortable and welcome in my classroom and in our school?
- What are some ways I can collaborate with the community to provide opportunities for enriching projects and lessons to support student learning?
- How can I bring community members into the classroom in meaningful ways?
- How can my understanding of the diversity of the community and my understanding of the backgrounds of my students enhance the teaching and learning in my classroom?
- How can I advocate within my school and beyond for the support and resources necessary for the success of my school and my students?

5.2 LEVEL 1	
Standard Indicator 5.2. Engagement With Caregivers and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	
Level 1, Ineffective	
Performance-Level Descriptors	*Teacher does not communicate with students' caregivers.* *Teacher does not identify or utilize community resources.*
Critical Attributes	■ Teacher does not communicate with parents and caregivers or enlist their support in fostering learning and good habits. ■ Teacher does not inform parents and caregivers of their child's accomplishments and successes or educate them about school programs. ■ Teacher does not work to develop skills that foster collaborative relationships between school and family. ■ Teacher has little to no knowledge of their school's community as a powerful resource for learning. ■ Teacher has little to no understanding of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, or of the effects of poverty and affluence.
Possible Examples	■ A teacher uses only the quarterly progress report to communicate with parents about areas where their child might be excelling or struggling. ■ A teacher does not communicate with parents about the Back to School Night because the principal mentioned it in the newsletter sent to all parents during the summer. ■ A teacher states, "It takes too much time to schedule parents in to volunteer, so I don't bother with it." ■ The historical society in the local community is very active and has numerous resources to share, but the high school history teacher does not make any attempt to contact them to see how they might enhance his curriculum. ■ Five of the kindergarten teacher's students come from Spanish-speaking homes, and she makes no attempt to find assistance in communicating with them in their primary language.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Engage collaboratively with families and the community.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively with families and the community.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to more effectively engage with families and the community.
- Seek mentoring in ways to interact with diverse families.

Build skills and strategies for communicating with caregivers.

- Work with a coach, school social worker, guidance counselor, or other colleague to learn a variety of communication strategies and technologies or media to ensure that caregivers have the opportunity to receive and respond to information about their child's progress.
- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and discuss issues.

Build community connections.

- Research and identify key organizations and people in the community who can support the learning in your classroom.

5.2 LEVEL 2	
Standard Indicator 5.2. Engagement With Caregivers and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	
Level 2, Developing	
Performance-Level Descriptors	*Teacher uses one-way communication to inform caregivers of students' progress.* *Teacher utilizes community resources, when provided, to enhance student learning and well-being.*
Critical Attributes	■ Teacher communicates regularly with parents and caregivers, but communication is generally one-way with little to no input from the home or community. ■ Teacher occasionally sends information to inform parents and caregivers of their child's accomplishments and successes and educate them about school programs. ■ Teacher has a limited understanding of how to work to foster collaborative relationships between school and family. ■ Teacher rarely cultivates knowledge of their school's community but will utilize resources that are provided. ■ Teacher has a beginning level of understanding about ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence.
Possible Examples	■ A teacher sends home the school's required progress report and report card and sometimes adds a personal note but does not have a process or system for caregivers to respond. ■ A teacher instructs his students on the importance of giving their parents the information he is sending home about school programs and events. ■ Participation in Back to School Night and during required parent–teacher conferences is the only time a teacher interacts with most of the parents and caregivers of her students. ■ A teacher has some awareness of the culture and diversity of the community and occasionally uses that understanding when planning units and selecting resources. ■ A school counselor participates with her students in the school's annual career day. ■ During a unit on community helpers, a teacher invites in members of the local fire department to speak to the students.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Engage collaboratively with families and the community.

Teaching practice is advanced through professional learning that will, for example,

Build skills in working collaboratively with families and the community.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to more effectively engage with families and the community.
- Seek mentoring in ways to interact with diverse families.

Build skills and strategies for communicating with caregivers.

- Work with a coach, school social worker, guidance counselor, or other colleague to learn a variety of communication strategies and technologies or media to ensure that caregivers have the opportunity to receive and respond to information about their child's progress.
- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and discuss issues.

Build community connections.

- Research and identify key organizations and people in the community who can support the learning in the classroom.

5.2 LEVEL 3	
Standard Indicator 5.2. Engagement With Caregivers and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	
Level 3, Effective	
Performance-Level Descriptors	*Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.* *Teacher builds ongoing connections to community resources and utilizes them to enhance student learning and well-being.*
Critical Attributes	■ Teacher communicates regularly with parents and caregivers, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits. ■ Teacher informs parents and caregivers of their child's accomplishments and successes and educating them about school programs. ■ Teacher develops skills and understanding to work to foster collaborative relationships between school and family. ■ Teacher cultivates knowledge of their school's community as a powerful resource for learning. ■ Teacher develops an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence.
Possible Examples	■ Parents and caregivers receive a monthly progress report to inform them of student progress and classroom behavior, with a section to return that asks parents to respond and ask questions. ■ Parents and caregivers receive a monthly newsletter about the instructional objectives, classroom activities, ways they can support the learning in the classroom, and information on how to access resources and classroom events on the classroom website. ■ A teacher provides tips for "how to motivate your child to complete homework" on her classroom website. ■ At the beginning of each unit, a high school at teacher sends home information about the work students will be doing with brief explanations about each project. ■ A kindergarten teacher contacts each parent by phone at the beginning of the year to establish a good working relationship. ■ Coaches at the middle and high school have a strong relationship with the community to develop support for needed resources and to connect with professionals in the health field to talk about safety and proper conditioning. ■ To build rapport with the community and enthusiasm for reading, a teacher invites members of various service organizations to be guest readers in the classroom. ■ Realizing that she has a limited understanding of the various languages and cultures of some of her students, a teacher is taking a class on diversity at the local university.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Engage collaboratively with families and the community and develop leadership skills in varied collaborative contexts.

Teaching practice is advanced through professional learning that will, for example,

Expand skills and strategies for communicating with caregivers.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and discuss issues.

Core Proposition 5: Teachers are members of learning communities.

Expand skills in working collaboratively with families and the community.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to engage with families and the community more effectively.
- Seek out alternative ways to interact with diverse families.

Build community connections.

- Research and identify key organizations and people in the community that can support the learning in the classroom.

Develop leadership skills.

- Identify opportunities to lead or coordinate efforts that support the school's improvement plan and create opportunities for students and families.
- Seek out leadership mentors within the school and greater communities.

5.2 LEVEL 4	
Standard Indicator 5.2. Engagement With Caregivers and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	
Level 4, Distinguished	
Performance-Level Descriptors	*Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.* *Teacher seeks out additional modes of communication in an attempt to engage all caregivers.* *Teacher seeks out and builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population.* *Teacher advocates in the school and community to meet the needs of learners and their families.*
Critical Attributes	■ Teacher communicates regularly with parents and caregivers, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits. ■ Teacher informs parents and caregivers of their child's accomplishments and successes and educating them about school programs. ■ Teacher develops skills and understandings to work to foster collaborative relationships between school and family and seeks out alternative ways to contact hard-to-reach families. ■ Teacher cultivates knowledge of the school's community as a powerful resource for learning and brings it into the classroom and sends students out into the community to enhance learning. ■ Teacher demonstrates an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence and advocates in the school and community to meet student needs. ■ Teacher advocates within the school and the community for resources and structures to best meet the needs of learners and promote the vision and mission of the school.
Possible Examples	■ Parents and caregivers receive a weekly teacher-developed folder containing student work and showing student progress, with a space for the parent to respond to the work, ask questions, and return the folder. ■ Students in an English class keep an electronic portfolio of their writing that they share with parents. Parents are encouraged to respond to the work. ■ Parent and caregivers are invited to a Books and Breakfast activity in the classroom, where they read with their children and learn reading strategies. ■ A middle school social studies teacher has organized classes to teach the English language to Spanish-speaking parents and other community members. ■ A teacher trains a group of volunteer tutors who are fluent in languages that are spoken in the school to assist the English learner students. ■ Each student in a teacher's class is involved in a yearlong community service project with a biweekly discussion to share progress. ■ Students in the teacher' orchestra class and jazz band perform regularly at community events. ■ A teacher has organized meetings where community members of various backgrounds give presentations about their cultures. ■ When noticing the lack of resources to support before-school and afterschool care at the school, a teacher brings it to the attention of the staff and the school site council to develop a plan to remedy the lack.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0) Develop the ability to	Deepen collaborate engagement with families and the community and develop leadership skills in various collaborative contexts.

Core Proposition 5: Teachers are members of learning communities.

Teaching practice is advanced through professional learning that will, for example,

Expand skills in working collaboratively with families and the community.

- Seek feedback and mentoring to improve active listening, empathy, reframing, and perspective taking as part of a process to more effectively engage with families and the community.
- Seek out alternative ways to interact with diverse families.

Expand skills and strategies for communicating productively with caregivers.

- Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection and synthesis in order to facilitate dialogue and discuss issues.
- Use technology to build collaborative skills.

Expand community connections.

- Research and identify key organizations and people in the community who can support the learning in the classroom and develop strategic plans to inform them of the importance of working together on issues of school improvement.

Strengthen analysis and reflection on strengths and weaknesses in collaborative work.

- Seek feedback from colleagues on the use of strategies to support collaboration with families and the community.
- Participate in a professional organization to develop leadership skills (e.g., evaluation and problem solving).
- Identify opportunities to lead or coordinate efforts that support the school's improvement plan and create opportunities for students and families.
- Seek out leadership mentors within the school and greater communities.
- Read current literature on leadership and how to apply these strategies to collaborative processes connecting schools with the community.

Appendices

Appendix A.

MSFE TEPG Standard Indicators and Rubric*

(*Key language to guide accurate distinction between performance levels has been highlighted.)

Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in **higher order thinking** to meet clearly identified goals and objectives for student learning.

Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.

Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

Standard Indicator 5.2. Engagement With Caregivers[4] and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

[4] The terms "family," "parent," and "caregiver" are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of students.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
*Teacher provides primarily whole-group instruction with no **differentiation**. This results in accessible and challenging instruction for few to no students.* **Teacher demonstrates little or no awareness or understanding of individual students' learning needs or their backgrounds, abilities, and interests.**	*Teacher is aware of student needs and interests but tends to teach to the whole group with few **differentiated** opportunities for students. Teacher shows limited understanding of students' backgrounds and interests. This results in accessible and challenging instruction for only some students.* **Teacher demonstrates some recognition and understanding of some individual students' learning needs, as well as their backgrounds, abilities, and interests.**	*Teacher **differentiates** instruction for multiple groups and some individuals within those groups on the basis of backgrounds, readiness, and interests. This results in accessible and challenging instruction for most students.* **Teacher demonstrates thorough recognition and understanding of most individual students' learning needs, as well as their backgrounds, abilities, and interests.**	*Teacher **differentiates** instruction for Teacher **differentiates** instruction for individual and groups of students on the basis of backgrounds, readiness, and interests, resulting in accessible and challenging instruction for all students.* *Teacher provides opportunities for meaningful student choice where appropriate and encourages students' use of their own understanding of their individual preferences and learning needs.* **Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
*Teacher does not choose **developmentally appropriate** instructional strategies.* *Teacher rarely or never supports multiple ways for students to input information or retrieve information and expects all students to demonstrate understanding in a single context determined by the teacher.* *Teacher does not connect learning to needs and events present in students' lives and the world.* *Teacher does not connect learning to prior knowledge.* **Teacher rarely uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**	*Teacher implements some **developmentally appropriate** instructional strategies.* *Teacher sometimes supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher sometimes connects learning to needs and events present in students' lives and the world.* *Teacher and sometimes uses prior knowledge to make connections to new learning.* **Teacher sometimes uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**	*Teacher implements **developmentally appropriate** instructional strategies.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher consistently supports students in connecting learning to needs and events present in their lives and the world.* *Teacher consistently builds on prior knowledge to assist students in making connection to new learning.* **Teacher frequently uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form effective decisions about how to plan and provide instruction.**	*Teacher implements **developmentally appropriate** strategies and modifies them for effective use on the basis of the social and developmental characteristics of the group of students being taught.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding on the basis of knowledge of student strengths.* *Teacher frequently and consistently makes connections between learning and students' lives and the world.* *Teacher frequently and consistently proactively plans for the use of prior knowledge in ensuring that students build on their prior knowledge to connect to the new learning.* **Teacher frequently uses his or her deep understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form highly effective decisions about how to plan and provide instruction to optimize learning for students.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not treat all students respectfully. *Teacher does not encourage students to participate and provides few or no opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher does not model or support students in developing noncognitive competencies, such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher does not encourage students to accomplish challenging learning goals or encourage students to persevere in challenging situations.* **Teacher does not plan for student participation or plans for extremely limited participation that focuses on allowing a few students to participate voluntarily.**	*Teacher treats all students respectfully.* *Teacher encourages some students to participate and provides some opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher inconsistently models and supports students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher inconsistently encourages students to accomplish challenging learning goals and to persevere in challenging situations.* **Teacher plans for student participation but uses a limited range of strategies that do not ensure equitable participation. Few or no strategies to encourage reluctant students are included.**	*The teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages most students to participate and provides multiple opportunities for them to do so. Opportunities are structured to support reluctant students in participating.* *Teacher consistently models and supports most students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher consistently encourages most students to persevere in challenging situations and accomplish challenging learning goals.* **Teacher plans various ways for all students to participate, ensuring equitable participation for most students. Strategies to encourage reluctant students are included.**	*Teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages nearly all students to participate and provides multiple opportunities for them to do so. Opportunities are structured to ensure equitable participation by all students.* *Teacher consistently models and supports nearly all students in developing noncognitive competencies such as self-confidence, motivation, and a sense of personal responsibility.* *Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals. Teacher helps students develop **self-efficacy**.* **Teacher plans various ways for all students to participate, ensuring equitable participation for all students. Highly effective strategies to encourage reluctant students are included, and students encourage each other to participate.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher rarely addresses ***central organizing concepts*** *as well as factual information.* *Statements of content include many errors.* ***Essential questions*** *are not posted or referred to.* *Teacher does not include reading, writing, listening, or speaking strategies, academic language, or connections to other disciplines.* *Teacher does not encourage alternative perspectives or interpretations.* **Teacher does not plan and integrate instruction or activities to highlight cross-curricular connections.** **Teacher is unaware of common misconceptions or does not plan for ways to address them.**	*Teacher periodically addresses* ***central organizing concepts****, as well as factual information.* *Most statements of content are accurate.* ***Essential questions*** *are communicated and/or referred to but are not clearly tied to content of instruction.* *Teacher sometimes includes reading, writing, listening, and speaking strategies and academic language or makes appropriate connections to other disciplines.* *Teacher encourages some alternative perspective and interpretations but does not provide students the opportunity to think analytically about the content.* **Teacher occasionally plans and integrates instruction and activities to highlight cross-curricular connections but may not always do so successfully.** **Teacher is aware of some common misconceptions and sometimes plans for ways to address them.**	*Teacher clearly and consistently addresses* ***central organizing concepts****, as well as factual information.* *Statements of content are accurate.* ***Essential questions*** *are posted or referred to and clearly tied to content of instruction.* *Teacher regularly integrates reading, writing, listening, and speaking strategies, academic language, and connections to other disciplines, as appropriate to the student learning goals for the lesson.* *Teacher encourages multiple perspectives and interpretations, questioning* ***prevailing beliefs*** *and assumptions, and supports students in thinking analytically about content.* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections.** **Teacher is aware of and plans for ways to address common student misconceptions.**	*Teacher clearly and consistently addresses* ***central organizing concepts****, as well as factual information.* *Statements of content are accurate and structured around* ***essential questions****, which are clearly and directly related to student learning outcomes.* *Teacher regularly integrates reading, writing, listening, and speaking strategies and academic language, and students are enabled to independently make connections to other disciplines as appropriate to their learning goals for the lesson.* *Teacher encourages multiple alternative perspectives and interpretations, questioning* ***prevailing beliefs*** *and assumptions, and supports students' metacognition in continually deepening their analysis of content and developing an understanding of how practitioners in the content area construct knowledge.* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections in ways that give students a rich, nuanced understanding of connections.** **Teacher is aware of and plans for ways to address common student misconceptions.**

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NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not use a variety of content-appropriate instructional strategies nor those that extend student thinking beyond the knowledge and comprehension levels such as open-ended probing, redirection, and reinforcement. *Teacher uses no tools, resources, representations, or approaches—or only the most basic ones—and presents the subject matter in ways that support few or no students in building bridges between what they know and can do with new learning.* **Teacher relies on known curricular materials and is resistant to the adoption of new materials or teaching methods.**	*Teacher employs a limited range of teacher-directed content-appropriate instructional strategies and occasionally those that extend student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a limited range of common tools, resources, representations, and approaches, presenting the subject matter in ways that support some students in building bridges between what they know and can do with new learning.* **Teacher adopts curricular materials that are mandated or shared by fellow faculty members but does not independently seek out information on new curricular materials or teaching methods.**	*Teacher uses a variety of teacher-, and sometimes student-, directed, content-appropriate instructional strategies, as well as those that result in extending student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support most students in building bridges between what they know and can do with new learning.* **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments and uses them effectively to enhance teaching and engage students.**	*Teacher employs a balance of teacher- and student-directed content-appropriate strategies, such as open- ended probing, redirection, and reinforcement, to improve the quality of student responses. Teacher supports nearly all students in using questioning to elicit elaboration from one another.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support nearly all students in building bridges between what they know and can do with new learning.* **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments; uses them effectively to enhance teaching and engage students; and contributes to the development of new materials and shares this knowledge with colleagues.**

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NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Learning objectives are not posted/communicated to students. The focus of the lesson is unclear. Few students demonstrate that they understand the learning objectives through classroom discussion or in their work. *Teacher never provides* ***higher order learning*** *opportunities for students through* ***questioning strategies*** *and assignments.* **Lesson and unit plans are not completed by the teacher or plans lack standards- based goals and learning objectives for students, learning tasks, and higher order thinking.**	*Learning objectives are posted/communicated at the beginning of the lesson but not clearly tied to instruction or revisited during the lesson. Some students demonstrate that they understand the learning objectives through classroom discussion and in their work.* *Teacher sometimes provides* ***higher order learning*** *opportunities for students through* ***questioning strategies*** *and assignments.* **Lesson and unit plans include standards-based goals and learning objectives for students.** **Teacher develops an instructional plan that sometimes includes higher order thinking but may contain some inappropriate goals and objectives for student learning.**	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students demonstrate that they understand the learning objectives through classroom discussion and in their work. Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides* ***higher order learning*** *opportunities for students through* ***questioning and discussion strategies*** *and assignments. Higher order questions are aligned to lesson objectives and scaffold student learning.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes** higher order thinking**, provides a variety of learning tasks that require the students to construct understanding, and contains appropriate, standards-based goals and objectives for student learning.**	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Nearly all students can identify the learning objectives and relate them to learning activities. Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides* ***higher order learning*** *opportunities that are aligned to learning objectives and skillfully scaffolded as students' understanding advances throughout the lesson.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes multiple opportunities for higher order thinking, includes a variety of learning tasks that require the students to construct understanding, and reflects rigorous, clearly described, standards-based goals and objectives for student learning.**

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher uses limited classroom management techniques. Techniques used may not be age- or situation-appropriate. *Students need continual redirection when asked to work independently and in small groups, which is infrequent. Disruptions are common and often lead to lost learning time.* *Classroom norms, rules, and routines are not evident.* *Teacher does not alter the* ***social and physical organizational structure*** *of the learning environment according to the content or student needs.*	*Teacher shows basic use of classroom management techniques. Teacher applies mostly simple techniques with little adaptation to student needs or classroom events.* *Students have trouble working independently and in small groups and need frequent redirection. Disruptions sometimes lead to lost learning time.* *Classroom norms, rules, and routines are in place but not implemented consistently.* *Teacher sometimes alters the* ***social and physical organizational structure*** *of the learning environment, but only when a problem or conflict necessitates the adjustment.*	*Teacher uses of a variety of classroom management techniques that are developmentally and situationally appropriate.* *Most students are able to work independently and in small groups, and there are few disruptions.* *Classroom norms, rules, and routines are well established, maintaining the effectiveness of learning time. Rules are implemented consistently.* *Teacher frequently alters the* ***social and physical organizational structure*** *of the learning environment according to the content and student needs.*	*Teacher shows exceptional use of classroom management techniques; explicit behavioral techniques may not be observed because classroom expectations are sufficiently well established that overt reminders are not necessary.* *Nearly all students are able to work independently and in small groups, and disruptions are rare, insignificant, and resolved quickly.* *Classroom norms, rules, and routines maximize and increase the effectiveness of learning.* *Teacher frequently alters the* ***social and physical organizational structure*** *of the learning environment according to the content and student needs; students are invited or allowed to independently make adjustments as needed.*

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not communicate or demonstrate expectations for student involvement in the learning process. *Teacher rarely or never uses strategies that motivate students and capture their interest by actively engaging students in learning. Content is presented in ways that do not encourage students to explore or interact with the content.* *Teacher typically does not create **authentic tasks**, problems, or simulations and rarely or never makes connections to real-life situations.* *Teacher employs few if any group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is through passive reception of information, and pacing is inconsistent and often inappropriate.* **Groups are set at the beginning of the year and rarely, if ever, changed.**	*Teacher communicates expectations for student involvement in the learning process.* *Teacher sometimes uses strategies that motivate students and capture their interest by actively engaging students in learning. Learning tasks are primarily teacher- directed with some opportunity for students to interact with the content using appropriate tools, technology, or resources.* *Teacher sometimes creates **authentic tasks**, problems, or simulations and makes some more obvious connections to real-life situations.* *Teacher employs a small number of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Some learning is active, and pacing is sometimes too slow or too fast.* **The teacher does not vary grouping methods; groups are generally not flexible although an occasional change in grouping may be made.**	*Teacher uses multiple methods to clearly communicate the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Most students actively engage in learning tasks that provide opportunities to explore and select appropriate tools, technology, or resources to research, learn, and communicate.* *Teacher regularly creates **authentic tasks**, problems, and simulations and makes appropriate connections to real-life situations.* *Teacher employs a variety of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' academic and social needs.**	*Teacher uses multiple methods to clearly communicate and model the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Some strategies are innovative or not commonly used. Nearly all students actively engage in complex learning tasks, providing opportunities to explore and select appropriate tools, technology, or resources to develop a deep understanding and construct meaning.* *Teacher regularly creates a wide range of **authentic tasks**, problems, or simulations that help students make connections to real-life situations as appropriate.* *Teacher employs a wide variety of group learning opportunities and settings that significantly enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' needs and interests. Multiple grouping strategies are used so that groups are sometimes heterogeneous and sometimes homogeneous.**

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NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not monitor or rarely monitors individual and class learning. Teacher incorrectly administers assessment methods or uses results incorrectly to adjust instruction or provide feedback to students or others. *Checks for understanding are rare and provide the teacher with little data about the nature of student misunderstandings.* *Assessments are not **standards-based**, aligned to curriculum, adapted for student needs, or used to provide specific and timely feedback to students.* **Teacher inaccurately interprets assessment results.**	*Teacher infrequently monitors individual and class learning.* *Checks for understanding provide the teacher with little data about the nature of student misunderstandings.* *Some assessments are **standards-based**, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results but does not use them to plan effective changes in instruction or to inform judgments about the relative success and failure of instructional delivery.**	*Teacher periodically monitors individual and class learning, checking for understanding with a variety of assessment methods.* *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction.* *Assessments are **standards-based**, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to plan and adjust instruction and to inform judgments about the relative success or failure of an instructional strategy.**	*Teacher consistently monitors individual and class learning, checking for understanding with a variety of assessment methods, including **peer and self-assessments**.* *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction. Teacher uses assessment data to engage students in self- reflection and monitoring progress toward academic goals.* *Assessments are **standards-based**, aligned to curriculum, adapted to student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to self-evaluate, to plan and adjust instruction, and to inform judgments about the relative success or failure of an instructional strategy.**

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NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher creates professional goals without analyzing evidence or develops stand-alone goals. Teacher rarely reflects on practice. OR Teacher does not set a goal.	Teacher uses little data to set goals and periodically reflect on practice.	Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.	Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.

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NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not refer to current research-based resources or use feedback from others to inform professional growth. Teacher does not actively participate in professional learning opportunities.	Teacher uses some available current research-based resources or feedback when provided but does not seek out such resources on his or her own. Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.	Teacher accesses a variety of current research-based resources, feedback from others, and professional learning opportunities. Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively impact student learning.	Teacher seeks out and accesses relevant current research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth. Teacher consistently applies knowledge and skills gained from professional learning to his or her practice and can communicate how they positively impact student learning.

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NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. Teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not actively participate in collaborative activities.	When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.	Teacher engages positively in collaborative professional learning activities that contribute to school improvement and student learning.	Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning. Teacher assumes proactive and creative leadership roles within and outside his or her learning community.

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NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.2. Engagement With Caregivers and Community. Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
Teacher does not communicate with students' caregivers. Teacher does not identify or utilize community resources.	Teacher uses one-way communication to inform caregivers of students' progress. Teacher utilizes community resources, when provided, to enhance student learning and well-being.	Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.	Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out additional modes of communication in an attempt to engage all caregivers. Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population. Teacher advocates in the school and community to meet the needs of learners and their families.

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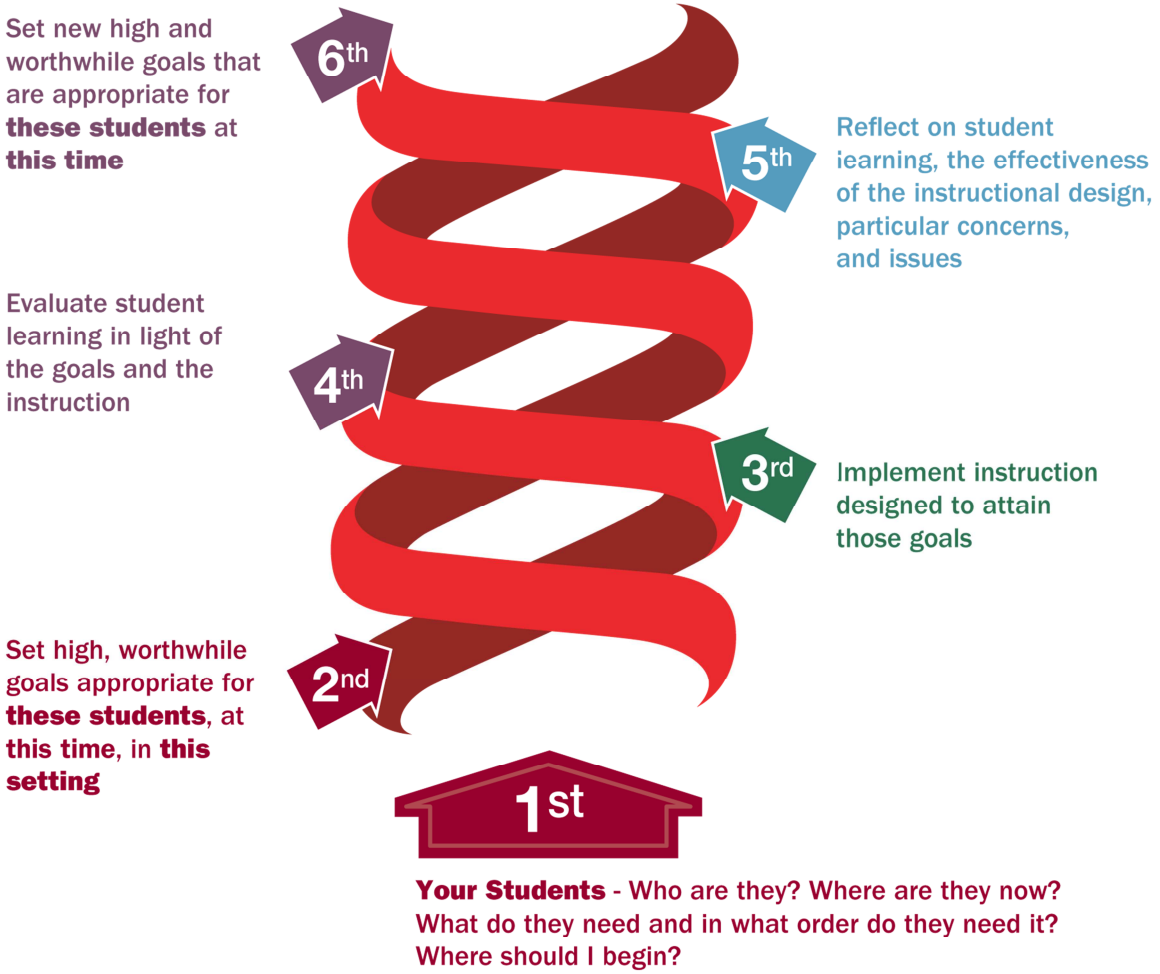
Appendix B.

The Architecture of Accomplished Teaching

What is underneath the surface?



Five Core Propositions

- **Teachers are committed to students and their learning**
- **Teachers know the subjects they teach and how to teach those subjects to students**
- **Teachers are responsible for managing and monitoring student learning**
- **Teachers think systematically about their practice and learn from experience**
- **Teachers are members of learning communities**

Appendix C.

Glossary of Terms

Note: *These definitions represent a summary of information assimilated from a variety of sources. Though they are intended to communicate commonly accepted meanings for specific terms, users of this Companion Guide and this document should recognize that other definitions and abundant resources that expand upon these ideas exist. Users are encouraged to seek out further resources to develop a deeper understanding of the implications of these terms within their own teaching context.*

Authentic task is an assignment designed to assess a student's ability to apply standards-driven knowledge and skills to real-world challenges. Such tasks require students to construct their own responses and solutions rather than select from those that have been predetermined and engage students in doing and experiencing what they or other individuals might do or experience in response to challenges present in contexts beyond the classroom.

Central organizing concept (also known as a "Big Idea") is a concept related to a particular body of knowledge that helps learners make sense of otherwise meaningless, isolated, inert, or confusing facts.

Cognitive learning theory is a theory grounded in the idea that learning and understanding is largely a self-motivated process, constructed through an active process in which new knowledge is acquired from the environment and existing knowledge is modified by experience. Theories from various cognitivists emphasize the importance of having students explain new material in their own words, providing students with questions to set a purpose for completing a task, and requiring students to monitor their own learning.

Conversation protocols are step-by-step guidelines to structure learning conversations that are designed to ensure purposeful and equitable conversation from all members so they can think and talk about a topic, deepen their understanding, and generate new ideas. The consistent use of a select set of discussion protocols establishes an efficient classroom learning community in which ideas and opinions are shared frequently and in an orderly, timely manner.

Critical thinking is reasonable, reflective thinking that focuses on deciding what to believe or do (Norris & Ennis, 1989, p. 3). Critical thinking involves actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

Culturally responsive teaching is a pedagogy that understands including students' cultural references in teaching and learning supports student learning.[5] Some of the characteristics of culturally responsive teaching include positive perspectives on parents and families, communication of high expectations, learning within the context of culture, and reshaping the curriculum.

Developmentally appropriate instructional strategies are teaching strategies that involve taking into consideration one's knowledge of child development and individual learning differences and social and cultural influences to design settings and curricula that meet the cognitive, emotional, and physical needs of learners.

[5] Ladson-Billings, G. (1994). *The dreamkeepers.* San Francisco: Jossey-Bass Publishing Co.

Differentiation occurs when teachers take into consideration individual student needs, abilities, and learning styles to proactively plan varied approaches to what students need to learn, how they will learn it, and how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible (Tomlinson, 2003).

Essential questions are questions that are not answerable with finality in a single lesson or a brief sentence and are intended to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Essential questions engage students in in uncovering the depth and richness of a topic that might otherwise be obscured by simply covering it. Seven defining characteristics of a good essential question are that

1. It is open-ended; that is, it typically will not have a single, final, and correct answer.
2. It is thought-provoking and intellectually engaging, often sparking discussion and debate.
3. It calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. It points toward important, transferable ideas within (and sometimes across) disciplines.
5. It raises additional questions and sparks further inquiry.
6. It requires support and justification, not just an answer.
7. It recurs over time; that is, the question can and should be revisited again and again.

(McTighe & Wiggins, 2010)

Feedback is an objective description of a performance that is intended to guide future performance. Unlike evaluation, which judges performance, feedback is the process of helping individuals to assess their performance, identify areas where they are on target, and provides guidance on what they can do in the future to improve in identified areas. Characteristics of effective feedback include being corrective in nature, timely, specific to a set of criteria, and provided by both the teacher and the student.

Formative assessment is a process of gathering information about student understanding used by teachers and students during instruction to provide explicit feedback to learners and allow adjustments to ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Hierarchy of interventions is a continuum of strategies and consequences that promote fairness and student self-regulation by addressing individual student behavior in ways that are consistent with the severity of the misconduct, with a goal of using the lowest level sanction possible to correct the specific problem.

Higher order thinking (also referred to as higher order learning) is a concept in education reform based on learning taxonomies (such as Bloom's taxonomy). Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They require learners to move beyond the rote knowledge and skills they acquire through lower order learning such as comprehension and simple application in order to transfer what they have learned to make sense of these new contexts.

Information processing theory is a theory of memory based on the notion that memory consists of three main components, sensory memory, working memory, and long-term memory. The main purpose of sensory memory is to screen incoming stimuli and process only those stimuli that are most relevant at the present time. Working memory refers to a memory system in which information is assigned meaning, linked to other information, and essential mental operations such as inferences are performed. Long-term memory is memory that is capable of holding millions of pieces of information (transferred from sensory

and working memory) for very long periods of time. Understanding the ways that the human brain processes information through these types of memory is foundational to understanding and accommodating learners' effective input and retrieval of knowledge.

Inquiry-based learning is a project-oriented pedagogic strategy often described as a cycle or a spiral, which implies formulation of a question, investigation, creation of a solution or an appropriate response, discussion, and reflection (Bishop et al., 2004). Inquiry-based learning is student-centered and student-led and has the purpose of engaging the student in active learning, ideally based on their own questions.

Interactive modeling is a specific modeling strategy in which the teacher not only shows children how to do skills, routines, or procedures, but also helps them learn exactly why the skill, routine, or procedure is important for their learning and the respectful, smooth functioning of the classroom. Interactive modeling is both instructive and inductive in that after modeling the routine or behavior, the teacher asks the students what they observed about the process. A few classmates are then observed attempting the routine, which is followed by feedback, group practice, and additional feedback and coaching from the teacher.

Multiple intelligences is the theory first proposed by Howard Gardner (1983) that human beings are not defined by one global sort of intelligence but that all human beings instead display various abilities representing multiple intelligences. These multiple intelligences can be nurtured and strengthened or ignored and weakened. Gardner believes each individual has various degrees of nine distinct intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential.

Multiple representations refers to the variety of linguistic and nonlinguistic ways that students can demonstrate learning: pictures, concrete models, simulations, dramatic interpretations, written and oral responses, and so on.

Noncognitive competencies (also known as social-emotional competencies) are the attitudes, behaviors, relationships, and communication skills and strategies that are thought to underpin success in school and at work: self-awareness, motivation, perseverance, resilience, self-regulation, and responsible decision making. Noncognitive competencies are usually contrasted with the hard skills of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests.

One-way communication is a linear form of sharing information that occurs in a straight line from sender to receiver and serves to inform, persuade, or command without the benefit of input, feedback, or response from the receiver.

Pedagogical content knowledge is a form of practical knowledge that is used by teachers to guide their actions in highly contextualized classroom settings. It is considered the how of teaching, in contrast to the what of teaching that constitutes content knowledge. Pedagogical content knowledge is practical knowledge that entails, among other things, (1) knowledge of how to structure and represent academic content for direct teaching to students; (2) knowledge of the common conceptions, misconceptions, and difficulties that students encounter when learning particular content; and (3) knowledge of the specific teaching strategies that can be used to address students' learning needs in particular circumstances (Rowan et al., 2001, p. 2).

Prevailing beliefs are ideas or understandings that are the most generally accepted, widespread, predominant, current, or have superior power or influence within a discipline or content area.

Professional learning community is an ongoing job-embedded group through which educators work collaboratively to examine student data, reflect on current practice, explore new practices and instructional resources, and engage in a cycle of collective inquiry and action research.

Problem-based learning begins with a relevant problem or challenge that is posed to the students, usually within one discipline, and is similar to project-based learning, except in problem-based learning a project is not required.

Project-based learning is a cross-disciplinary approach to teaching that asserts that students learn best by experiencing and solving real-world problems, often working in groups, with teachers serving as coaches and facilitators.

Questioning strategies are strategic methods by which teachers help students build understanding and think critically about content and processes and employ questions of four types:

- **Open-ended questions** are questions without a fixed answer, often resulting in a more involved and thoughtful answer.
- **Probing questions** are open-ended questions that follow up on previous questions to guide learners to think more deeply about one specific aspect of a broader topic.
- **Refocusing questions** are questions used to bring learners back to the subject when attention has drifted and can be used to transition learners to a new topic, aiding in the transfer of knowledge between and among ideas.
- **Redirection questions** are questions utilized to guide students away from an incorrect response or misconception.

Reflective practice is the process of taking time to examine beliefs, goals, and practices and gain understandings that lead to actions that improve student learning. Reflective practice may include analyzing the impact of practice on student learning, adapting practice on the basis of reflection, and actively collaborating with colleagues to examine and improve practice.

Relevance is the perception that something is interesting and worth knowing. When teachers provide learning experiences that are relevant to their students, they are increasing engagement in the learning by demonstrating an understanding of the generational mindset of students and things that are important to them in their daily lives.

Self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Psychologist Albert Bandura described this belief as the determinant of how people think, behave, and feel. Self-efficacy is related to social cognitive theory, which emphasizes the role of observational learning, social experience, and reciprocal determinism (the interaction between environment, the individual, and task difficulty) in the development of personality (1994)[6].

Social and emotional learning: Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Source: Collaborative for Social and Emotional Learning, or CASEL)

[6] Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press.

Social and physical organizational structures are "the actions and strategies teachers use to solve the problem of order in classrooms" (Doyle, 1986, p. 397). The actions and strategies are ways in which teachers strategically go about placing furniture, learning centers, and materials in order to reduce distractions and influence student behavior constructively so as to set the stage for teaching and learning (McLeod, Fisher, & Hoover, 2003).

Social learning theory is a theory of learning that focuses on the learning that occurs within a social context and considers that people learn from one another, through observation, imitation, and modeling of the behaviors, attitudes, and emotional reactions of others.

Standards-based instruction is instruction designed around goals and objectives that include appropriate and meaningful activities to engage students in the learning process and guide them toward the achievement of clearly identified standards for student learning (as measured by standards-based assessments**)**.

Student-centered (teaching methods) are methods designed to shift the focus of the learning from the teacher to the students. Student-centered methods require active learning from students and include problem solving, questioning, student formulation of questions, discussions, debates, and evidence-based explanations. Inquiry-based learning, cooperative learning, case studies, problem-based learning, project-based learning, and expeditionary-discovery learning are examples of student-centered learning opportunities.

Student self- and peer assessment is any assessment method used by students to independently assess their own and other students' progress with confidence rather than always relying on teacher judgment. Such strategies may be used both formatively and summatively to inform revision and improvement.

Summative assessment is a process used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Results tend to be generally evaluative in nature, resulting in grades or scores.

Two-way communication is a form of sharing information that allows for feedback from the receiver to the sender and lets the sender know the message has been received accurately. Both sender and receiver listen to each other, gather information, and acknowledge the information has been understood through the receiver's action.

Whole child is a term in an approach to education defined by policies, practices, and relationships that go beyond a responsibility for learner's academic growth and success to ensure that each child is healthy, safe, engaged, supported, and challenged. It considers the accountability of all stakeholders—educators, families, policymakers, and community members—for engaging in efforts that reflect the broad array of factors, including the development of learners' noncognitive competencies, that foster long-term success rather than short-term achievement.

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