Standard #1: Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance
(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
(b) The teacher creates developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and that allow each student to advance and accelerate his/her learning.
(c) The teacher collaborates with families, colleagues and other professionals to promote student growth and development.

Essential Knowledge
(d) The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop disciplined thinking processes --and knows how to use instructional strategies that promote student learning.
(e) The teacher understands that each student’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that take these factors into account.
(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions
(h) The teacher respects students’ differing strengths and needs and is committed to using this information to further each student’s development.
(i) The teacher is committed to using students’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

(j) The teacher takes responsibility for promoting students’ growth and development.
(k) The teacher values the input and contributions of families, colleagues and other professionals in understanding each student’s development.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Performance
(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs.
(b) The teacher uses teaching strategies that are sensitive to the multiple experiences and diversity of learners and that allow for different ways of demonstrating learning.
(c) The teacher makes appropriate provisions (e.g., variations in time, task demands, communication, assessment, and response modes) for individual students who have particular learning differences or needs.
(d) The teacher creates learning environments in which individual differences are respected and valued.
(e) The teacher connects instruction to each student’s prior knowledge and experiences.
(f) The teacher brings multiple perspectives to the discussion of content, including attention to students’ personal, family, and community experiences and cultural norms.
(g) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
(h) The teacher accesses appropriate services and resources to meet specific learning differences or needs.

Essential Knowledge
(i) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student’s strengths to promote growth.
(j) The teacher understands students’ exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.
(k) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
(l) The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
(m) The teacher knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students’ experiences, cultures, and community resources into instruction.

Critical Dispositions
(n) The teacher believes that all children can learn at high levels and persists in helping all children reach their full potential.
(o) The teacher respects students as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
(p) The teacher makes students feel valued and helps them learn to value each other.
(q) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
**Standard #3: Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

**Performance**
(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
(b) The teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.
(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for quality work.
(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating resources of time, space, and learners' attention.
(e) The teacher uses a variety of methods to engage students in evaluating the learning environment and collaborates with students to make appropriate adjustments.
(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

**Essential Knowledge**
(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self direction and ownership of learning.
(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
(k) The teacher knows how to work with students to collaboratively set and monitor elements of the learning environment including norms, expectations, routines and organizational structures to assure access for all students.
(l) The teacher understands how student diversity (e.g., culture, gender, exceptionalities) can affect communication and knows how to communicate effectively in differing environments.
(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

**Critical Dispositions**
(n) The teacher is committed to working with students to establish positive and supportive learning environments.
(o) The teacher values the role of students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
(p) The teacher is committed to supporting students as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
(q) The teacher appreciates the cultural dimensions of communication and seeks to foster respectful communication and multiple perspectives among all members of the learning community.
(r) The teacher is a thoughtful and responsive listener and observer.

**Standard #4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

**Performance**
(a) The teacher effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
(b) The teacher engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives.
(c) The teacher engages students in applying methods of inquiry and standards of evidence used in the discipline.
(d) The teacher stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.
(e) The teacher recognizes when student misconceptions interfere with learning and creates experiences to build conceptual understanding.
(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.
(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

**Essential Knowledge**
(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
(l) The teacher knows and uses the academic language of his/her discipline and knows how to make it accessible to learners.
(m) The teacher knows how to integrate culturally relevant content to build on students’ background knowledge.
(n) The teacher has a working knowledge of student content standards in the discipline(s) they teach.
Critical Dispositions

(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She keeps abreast of new ideas and understandings in the field.

(p) The teacher appreciates multiple perspectives within the discipline and facilitates students' critical analysis of these perspectives.

(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

(r) The teacher is committed to working toward each learner's mastery of disciplinary content and skills.

Standard #5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Performance

(a) The teacher develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

(b) The teacher engages students in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

(d) The teacher engages students in questioning and challenging assumptions and approaches that is critical to fostering innovation and problem solving in local and global contexts.

(e) The teacher develops students' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(g) The teacher facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.

(h) The teacher develops and implements supports for student literacy development across content areas.

Essential Knowledge

(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

(l) The teacher understands how to use digital and social media tools for efficiently and effectively achieving specific learning goals.

(m) The teacher understands critical thinking processes and knows how to help students develop high level questioning skills to promote their independent learning.

(n) The teacher understands communication modalities and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

(o) The teacher understands creative thinking processes and how to engage students in producing original work.

(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

(r) The teacher values knowledge outside his/her own discipline and how such knowledge enhances student learning.

(s) The teacher values open and flexible learning environments that encourage student exploration, discovery, expression, and collaboration across content areas.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

Performance

(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

(f) The teacher models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

(g) The teacher effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.
Standard #7: Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Performance
(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s needs and enhance learning.

Essential Knowledge
(g) The teacher understands content and content standards and how these are organized in the curriculum.
(h) The teacher understands how cross-disciplinary skills engage students purposefully in applying content knowledge.
(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
(j) The teacher understands the strengths and needs of individual students and how to plan instruction that is responsive to these strengths and needs.
(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
(l) The teacher knows when and how to adjust plans based on student responses and other contingencies.
(m) The teacher knows when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Critical Dispositions
(n) The teacher respects students’ diverse strengths and needs and is committed to using this information to plan effective instruction.
(o) The teacher values curriculum planning as a collegial activity that takes into consideration the input of students, colleagues, families, and the larger community.
(p) The teacher takes professional responsibility to use long and short-term planning as a means of assuring student learning.
(q) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Performance
(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
(d) The teacher varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
(e) The teacher provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge with a variety of products and performances.
(f) The teacher engages all students in developing higher order questioning skills and metacognitive processes.
(g) The teacher engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
(i) The teacher asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

Essential Knowledge
(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
(k) The teacher understands the principles, techniques, advantages and limitations of a range of developmentally, culturally, and linguistically appropriate instructional strategies, and knows how to target these to learning goals.
(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all students in complex thinking and meaningful tasks.
(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
(n) The teacher knows how to use of a wide variety of resources, including human and technological, to engage students in learning.
(o) The teacher understands how content and skill development can be supported by multiple media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

Critical Dispositions
(p) The teacher is committed to deepening awareness and understanding of diverse learners when planning and adjusting instruction.
(q) The teacher values the variety of ways people communicate and encourages students to develop and use multiple forms of communication.
(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #9: Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Performance
(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge
(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to reflect on his/her practice, its influences on students’ growth and learning, and the complex interactions between them.
(h) The teacher knows how to analyze his/her practice based on research and student data and how to adapt and differentiate instruction based on thoughtful reflection.
(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
(j) The teacher understands laws related to students’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

**Critical Dispositions**

(l) The teacher takes ethical responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with students and their families.

(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

---

**Standard #10: Collaboration:** The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

**Performance**

(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(h) The teacher uses and generates meaningful research on education issues and policies.

(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**Essential Knowledge**

(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(o) The teacher knows how to participate in and contribute to a common culture that supports high expectations for student learning.

**Critical Dispositions**

(p) The teacher takes responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(q) The teacher respects families’ norms and expectations and seeks to work collaboratively with students and families in setting and meeting challenging goals.

(r) The teacher takes responsibility to grow and develop with colleagues through interactions that enhance practice and support student learning.

(s) The teacher takes responsibility for contributing to and advancing the profession.

(t) The teacher embraces all the challenge of continuous improvement and change.