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| **Standard I: Knowledge of Students and Student Learning** | | |
| **1.1** | Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels. | I know my students individually and have set personal goals for each of them. |
| **1.2** | Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes. |  |
| **1.3** | Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students. |  |
| **1.4** | Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning. |  |
| **1.5** | Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning. |  |
| **1.6** | Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning. |  |

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| **Standard 2: Knowledge of Content and Instructional Planning** | | |
| **2.1** | Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s). |  |
| **2.2** | Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts. | I work with other disciplines and engage learners in critical thinking and solving real world problems. |
| **2.3** | Teachers use a broad range of instructional strategies to make subject matter accessible. |  |
| **2.4** | Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement. |  |
| **2.5** | Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge. |  |
| **2.6** | Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals. |  |

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| **Standard 3: Instructional Practice** | | |
| **3.1** | Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning. |  |
| **3.2** | Teachers communicate clearly and accurately with students to maximize their understanding and learning. |  |
| **3.3** | Teachers set high expectations and create challenging learning experiences for students. | I set high expectations for every students and challenge students with meaningful and engaging learning opportunities. |
| **3.4** | Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement. |  |
| **3.5** | Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology. |  |
| **3.6** | Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. |  |

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| **Standard 4: Learning Environment** | | |
| **4.1** | Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student. |  |
| **4.2** | Teachers create an intellectually challenging and stimulating learning environment. |  |
| **4.3** | Teachers manage the learning environment for the effective operation of the classroom. |  |
| **4.4** | Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment. | I use resources to effectively and efficiently provide a safe and engaging learning environment. |

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| **Standard 5: Assessment for Student Learning** | | |
| **5.1** | Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth. |  |
| **5.2** | Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction. |  |
| **5.3** | Teachers communicate information about various components of the assessment system. |  |
| **5.4** | Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly. |  |
| **5.5** | Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated. | I ensure that my students understand the assessments and can use them to gauge their progress and set goals. |

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| **Standard 6: Professional Responsibilities and Collaboration** | | |
| **6.1** | Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities. |  |
| **6.2** | Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. | I work with my colleagues and the community to promote an environment of high expectations for every student. |
| **6.3** | Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success. |  |
| **6.4** | Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations. |  |
| **6.5** | Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities. |  |

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| **Standard 7: Professional Growth** | | |
| **7.1** | Teachers reflect on their practice to improve instructional effectiveness and guide professional growth. |  |
| **7.2** | Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies. |  |
| **7.3** | Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice. |  |
| **7.4** | Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources. | I am continually reading, collaborating, participating in professional development, and attending conferences in order to stay up to date in my profession. |