

Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.

- Display knowledge of how students learn and of the developmental characteristics of age groups.
- Understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Demonstrate the expectation that all students will achieve to their full potential.
- Model respect for students' diverse cultures, language skills and experiences.
- Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- Know the content I teach and use my knowledge of content specific concepts, assumptions and skills to plan instruction.
- Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Understand school and district curricula priorities and the Ohio academic content standards.
- Understand the relationship of knowledge within the discipline to other content areas.
- Connect content to relevant life experiences and career opportunities.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluation, and ensure student learning.

- Know about assessment types, their purpose and the data they generate.
- Select, develop and use a variety of diagnostic, formative and summative assessments.
- Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.
- Collaborate and communicate student progress with students, parents and colleagues?
- Involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.

- Align my instructional goals and activities with school and district priorities and the Ohio academic content standards.
- Use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Communicate clear learning goals and explicitly link learning activities to those defined goals.
- Apply knowledge of how students think and learn to instructional design and delivery.
- Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Use resources effectively, including technology, to enhance student learning.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- Treat all students fairly and establish an environment that is respectful, supportive and caring.
- Create an environment that is physically and emotionally safe.
- Motivate students to work productively and assume responsibility for their own learning.
- Create learning situations in which students work independently, collaboratively and/or as a whole class.
- Maintain an environment that is conducive to learning for all students.

Standard 6: Teachers collaborate and communicate with students, parents and other educators, administrators and the community to support student learning.

- Communicate clearly and effectively.
- Share responsibility with parents and caregivers to support students learning, emotional and physical development and mental health.
- Collaborate effectively with other teachers, administrators and school district staff.
- Collaborate effectively with the local community and community agencies when and where appropriate, to promote a positive environment for student learning.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Take responsibility for engaging in continuous, purposeful professional development.
- Become an agent of change who seeks opportunities to positively impact teaching quality, school improvements, and student achievement.