

EARLY CHILDHOOD
P-4

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconception of an area of knowledge can influence their learning.

Evidences

The teacher knows the importance of integrating the curriculum so that learning occurs primarily through developmentally appropriate projects and learning centers.

The teacher has knowledge of content areas which include language arts (reading, writing, speaking, and listening), math, social studies, economics, science, music, literature, fine and gross motor, social, emotional, cognitive, creative, adaptive behavior, play, physical, health, nutrition, safety, and sensory experiences based on national and state standards.

The teacher knows that literacy development occurs in multiple contexts and that reading, writing, listening, speaking, viewing, and representing visually are reciprocal processes.

The teacher knows how to integrate the curriculum using thematic units reflecting multicultural concepts.

The teacher knows how to consult and collaborate with other professionals, such as educators, therapists, physicians, psychologists, and social workers.

The teacher knows how to apply strategies for teaching content areas at an age appropriate level.

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The teacher knows the psychological and sociological foundations in education.

The teacher knows how to read, write, speak, compute, and listen effectively.

The teacher knows issues of diversity and discrimination.

The teacher knows that literacy can guide students to increase knowledge of their own culture and the cultures of others.

The teacher knows the term 'reading' means a complex system of deriving meaning from print that requires all of the following:

- an understanding of the connection between phonemes and print;
- the ability to decode unfamiliar words;
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate metacognitive strategies to construct meaning from print;
and
- the development and maintenance of reading motivation.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher is committed to a definition of reading as a complex system of deriving meaning from print that requires all of the following:

- an understanding of the connection between phonemes and print;
- the ability to decode unfamiliar words;
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate metacognitive strategies to construct meaning from print; and
- the development and maintenance of reading motivation.

The teacher values reading, writing, listening, and speaking in interdisciplinary teaching and learning.

The teacher recognizes the importance of integrating the curriculum so that learning occurs primarily through developmentally appropriate projects and learning centers.

The teacher values communication with other disciplines, grade levels, specialists, and other professionals.

The teacher recognizes the importance of being flexible and spontaneous in teaching and learning.

The teacher is aware of and sensitive to issues of diversity and discrimination.

The teacher values discovery as a major part of continuous learning.

The teacher recognizes that literacy development occurs in multiple contexts and that reading, writing, listening, speaking, viewing, and representing visually are reciprocal processes.

The teacher understands, respects, and values cultural, linguistic, and ethnic diversity as it relates to his/her discipline.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher presents the content in a creative and enthusiastic manner.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidence

The teacher plans instruction based on the definition of reading as a complex system of deriving meaning from print that requires all of the following:

- an understanding of the connection between phonemes and print;
- the ability to decode unfamiliar words;
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate metacognitive strategies to construct meaning from print; and
- the development and maintenance of reading motivation.

The teacher participates in workshops, meetings, and professional development in the area of their professional responsibilities.

The teacher evaluates and selects instructional materials for literacy and other content areas, including those that are technology-based.

The teacher provides opportunities for students to apply literacy skills in multiple contexts that include reading, writing, listening, speaking, and viewing.

The teacher assesses new information and current research for improvement in instruction.

The teacher reads and researches current professional literature.

The teacher uses strategies based on content and prior knowledge.

The teacher ensures that accurate content is taught.

The teacher works with diverse populations of children and families.

The teacher plans and integrates curriculum so that learning occurs primarily through developmentally appropriate projects and learning centers.

The teacher selects and uses instructional strategies that promote children's language development.

The teacher selects and uses instructional strategies that address children's individual strengths, needs, interests, and cultural diversity.

The teacher plans instructional experiences through reading that provide a variety of viewpoints and multicultural perspectives.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher has knowledge of child development curriculum and knows how to choose the appropriate length of time in both active and passive learning activities.

The teacher knows that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.

The teacher knows how to handle and care for infants and toddlers (0-3).

The teacher knows how to plan a child-centered curriculum including, but not limited to, learning centers and integration of subject areas, while using a variety of media and adaptive technology.

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The teacher has knowledge of assessment that includes, but is not limited to the following: norm-referenced tests, criterion-referenced tests, formal and informal reading inventories, constructed response measures, portfolio-based assessments work/performance samples, journals, portfolios, anecdotal records, checklists, and rubrics.

The teacher knows how to plan programs to address the strengths and needs of individual learners.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher believes that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.

The teacher is committed to continuous professional growth in order to improve practices in curriculum, instruction, and assessment.

The teacher is willing to use a variety of age appropriate materials and resources such as big books, magnetic letters, leveled books, flannel board stories, dramatic play, and manipulative materials for language and literacy development.

The teacher is willing to use a variety of assessments that includes, but is not limited to the following: norm-referenced tests, criterion-referenced tests, formal and informal reading inventories, constructed response measures, portfolio-based assessments work/performance samples, journals, portfolios, anecdotal records, checklists, and rubrics.

The teacher is willing to use a variety of formal and informal assessments, such as portfolios, checklists, and observations.

The teacher is willing to develop an individualized program appropriate for children (0-8).

The teacher believes ALL children can learn.

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The teacher is willing to create a literate, child-centered environment that is rich in hands-on materials and resources that foster interest and growth in all aspects of learning.

The teacher is comfortable using a variety of media and adaptive technology.

The teacher promotes the integration of language arts in all content areas.

The teacher believes that learning is fun.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher displays excitement using a variety of teaching strategies, such as one on one, modalities, and transition.

The teacher exhibits enthusiasm for the curriculum.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher provides instruction that supports literacy acquisition from prereading to conventional literacy recognizing that individual variations occur along the way.

The teacher provides opportunities for creative and personal responses to literature, including storytelling.

The teacher uses a variety of age appropriate assessment tools, such as rubrics, anecdotal records, work/performance tasks, portfolios, checklists, developmental profiles.

The teacher prepares a literate, child-centered environment ensuring children learn through active exploration and interaction with adults, children, and materials.

The teacher plans and implements thematic units that include the integration of language arts in all content areas relevant to that unit.

The teacher develops and implements a curriculum that is child centered, individualized, flexible, and adaptable.

The teacher uses adaptable equipment and multiple media resources including technology.

The teacher transitions smoothly from one activity to the next, ensuring that learning is enjoyable.

The teacher plans and implements developmentally and individually appropriate curricula and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for students with a diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse students.

The teacher selects media and technology appropriate to instructional goals and objectives and utilizes assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing students with information about performance results for the purpose of developing self-evaluation skills and supporting progress.

The teacher uses instructional and information technologies to support literacy learning.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of student learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

The teacher models and discusses reading and writing as valuable, lifelong activities.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influences learning and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher knows how to use assessment information and other student data to establish goals and objectives that are appropriate for an individual student.

The teacher knows the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, oral and written development, and reading acquisition.

The teacher knows federal, state, and local policies, initiatives, and programs designed to improve student achievement in literacy and other content areas.

The teacher understands early, emergent, and fluent literacy and the experiences that support each stage of development.

The teacher has knowledge of the reciprocal relationship of reading, writing, listening, and speaking.

The teacher knows instructional practices related to the six dimensions of reading:

- The teacher understands the components of phonological and phonemic awareness and a variety of approaches to help young children develop this awareness and its relationship to written language.
- The teacher understands the importance of word analysis and decoding to reading and the importance of providing many opportunities for children to improve their word analysis and decoding abilities.
- The teacher understands the importance of fluency to reading comprehension and knows ways in which children improve their reading fluency.
- The teacher understands the factors affecting reading comprehension, such as children's oral language development, children's previous reading experiences, characteristics of specific texts (e.g. structure, vocabulary, story grammar), fluency, and the monitoring of understanding by the reader.
- The teacher knows a range of reading comprehension strategies that children can use to improve their reading comprehension (such as self-monitoring, rereading, mapping, using reading journals, and discussing texts) and knows how to model and to teach these strategies.
- The teacher understands the importance of developing and maintaining a motivation to read.

The teacher knows instructional practices that are relative to the child's age and development according to National Standards.

The teacher knows how to select a variety of materials and activities according to the child's individual growth and development.

The student's work illustrates the teacher's knowledge of physical, social, emotional, and cognitive development.

The teacher knows how to create a classroom that reflects a child-centered, age-appropriate, and multicultural environment.

The teacher knows how to maintain and use a community and state resource referral file.

The teacher knows how to maintain a record of a variety of parent contacts for instructional planning.

The teacher knows how to provide regular opportunities for peer interaction.

The teacher knows a variety of learning theories appropriate to 0-8 years.

The teacher knows how to select appropriate instructional strategies to make content connections.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows techniques for crisis preventions.

The teacher knows how to provide students with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to use resources, aids, and materials for teaching students with special needs.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, social, and psychological status at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher knows and understands indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to use community resources and allied health professionals which may be used by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values assessment information in establishing goals and objectives that are appropriate for an individual student.

The teacher values instructional practices related to the six dimensions of reading:

- components of phonological and phonemic awareness and a variety of approaches to help young children develop this awareness and its relationship to written language.
- word analysis and decoding to reading and the importance of providing many opportunities for children to improve their word analysis and decoding abilities.
- fluency in reading comprehension and ways to improve their reading fluency.
- factors affecting reading comprehension, such as children's oral language development, children's previous reading experiences, characteristics of specific texts (e.g. structure, vocabulary, story grammar), fluency, and the monitoring of understanding by the reader.
- a range of reading comprehension strategies that children can use to improve their reading comprehension (such as self-monitoring, rereading, mapping, using reading journals, and discussing texts) and knows how to model and to teach these strategies.
- developing and maintaining a motivation to read.

The teacher values the principles of early, emergent, and fluent literacy and the experiences that support each stage of development.

The teacher values the reciprocal relationship of reading, writing, listening, and speaking to literacy acquisition.

The teacher values the impact that physical, perceptual, emotional, social, cultural, environmental, and intellectual factors have on learning, oral and written development, and reading acquisition.

The teacher is willing to implement federal, state, and local policies, initiatives, and programs designed to improve student achievement in literacy and other content areas.

The teacher values a positive environment by using both non-verbal and verbal reinforcing techniques including, but not limited to positive atmosphere, praise, and child personalized, appealing rooms.

The teacher appreciates the development of an atmosphere which promotes children's individual multicultural growth and shows an appreciation for success at various levels.

The teacher is willing to be an active participant in an educational community that encourages student responsibility, nurtures collaboration, invites dialogue, and models attitudes and values of inquiry learning.

The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all students can learn at high levels and persists in helping all students achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities, where safety is not a factor.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher provides many chances for successes recognizing unique and individual language styles.

The teacher provides language experiences which stimulate and motivate individual and/or group growth and development promoting high level, challenging activities. The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher uses assessment information and other student data to establish goals and objectives that are appropriate for an individual student.

The teacher plans instruction that recognizes the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, oral and written development, and reading acquisition.

The teacher accesses federal, state, and local policies, initiatives, and programs to improve student achievement in literacy and other content areas.

The teacher implements instructional practices related to the six dimensions of reading:

- components of phonological and phonemic awareness and a variety of approaches to help young children develop this awareness and its relationship to written language.

- importance of word analysis and decoding to reading and the importance of providing many opportunities for children to improve their word analysis and decoding abilities.
- importance of fluency to reading comprehension and ways in which children improve their reading fluency.
- factors affecting reading comprehension, such as children's oral language development, children's previous reading experiences, characteristics of specific texts (e.g. structure, vocabulary, story grammar), fluency, and the monitoring of understanding by the reader.
- a range of reading comprehension strategies that children can use to improve their reading comprehension (such as self-monitoring, rereading, mapping, using reading journals, and discussing texts) and knows how to model and to teach these strategies.
- developing and maintaining a motivation to read.

The teacher challenges students by using various forms and levels of questioning for understanding and mastering based on prior knowledge.

The teacher uses learning centers, cooperative learning, whole group instruction and various age appropriate hands-on and/or manipulative materials to motivate individual and/or group learning.

The teacher plans instructional opportunities for students to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually.

The teacher makes appropriate referrals for physically and academically challenged students, actively participating throughout the process.

The teacher uses the community and state resource referral file.

The teacher uses appropriate teaching strategies based on the child's growth.

The teacher manages the classroom with organization, structure, and flexibility.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher uses or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher makes appropriate referrals to community health and social services.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher knows the community in which he/she works and has the skill to build on this knowledge and the background of the child to make sense of the child's world.

The teacher has knowledge to support, appreciate, and respect family and home experiences, language, beliefs, values, and patterns of interaction reflective of diverse cultures.

The teacher has knowledge of interpersonal and intrapersonal skills to form and develop cooperative relationships between adults and children, children and children, staff and staff, and staff and family care givers.

The teacher knows how to facilitate the integration of students with exceptionalities into the early childhood classroom.

The teacher has a knowledge of reading materials and literature which is reflective of the diverse cultures of the students.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher is willing to respect family patterns of interaction, appreciate differences and welcome family and community into the learning environment.

The teacher believes in promoting a warm, caring, and nurturing environment for all children.

The teacher believes in treating all children with dignity and respect.

The teacher is committed to providing a child-centered environment which is open and fair and promotes active listening.

The teacher believes in the importance of using reading materials and literature which is reflective of the diverse cultures of the students.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher responds quickly and directly to children's needs, desires, and messages and adapts responses to children's differing styles and abilities.

The teacher uses problem-solving techniques to develop positive and supportive relationships with children to teach strategies of conflict resolutions, personal self-control, self-motivation, and self-confidence.

Recognizing that children learn from trial and error, the teacher provides support for a child's successful completion of tasks by focused attention, physical proximity, and verbal encouragement.

The teacher practices effective inter/intra personal skills through cooperative relationships with children, adults, peers, administrators, and family care givers.

The teacher is sensitive and alert to signs of undue stress in a child's behavior and facilitates the development of self-confidence by respecting, accepting, and comforting children regardless of the child's behavior.

The teacher selects reading materials and literature which is reflective of the diverse cultures of the students.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher knows and understands a code of ethics.

The teacher knows opportunities for self-improvement and is open to change.

The teacher knows the mentoring process.

The teacher understands the process of group dynamics.

The teacher knows methods of informing and involving parents and community.

The teacher knows programs which support family learning.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of academic improvement plans/family service plans/transition plans for students.

The teacher is aware of school and professional organizations.

The teacher implements effective strategies to include parents as partners in the literacy development of their children.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher respects parent choices and goals for children.

The teacher enthusiastically seeks professional training.

The teacher takes pride in the profession.

The teacher believes in the mentoring process.

The teacher respects and enjoys being an active member of a team.

The teacher values collaboration with other professionals and participation with families, students, and others in the development of academic improvement plans/family service plans/transition plans for students.

The teacher values encouraging families to participate in family learning.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher involves families in assessing and planning for individual children.

The teacher practices a code of ethics.

The teacher maintains a professional growth plan and journal to document accomplishments.

The teacher collaborates with the educational community reaching out to other professionals with shared agendas and overlapping outcomes.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher collaborates with other professionals, families, students, and others in the development of academic improvement plans/family service plans/transition plans for students.

The teacher participates in local, state, national, and international professional organizations whose mission is the improvement of literacy;

The teacher disseminates information and/or delivers training for family learning.

The teacher communicates information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community.

The teacher involves parents in cooperative efforts and programs to support students' reading and writing development.