

English/Language Arts
7-12

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 misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher knows how to use appropriate standard English in communicating with students the basic concepts of reading, writing, speaking, and listening.

The teacher knows how to demonstrate a multicultural awareness by incorporating appropriate, diverse cultural references and selections into lessons presented.

The teacher knows how to construct interdisciplinary connection by developing "real life" application units across the curriculum.

The teacher knows how to use various methods, examples, and opportunities to connect language arts' activities and concepts to "real life" experiences to enhance student understanding of the influence that language arts skills have in his/her life.

Revised May 15, 1998

The teacher knows how to provide a historical framework for students as a background for literature or language arts concepts.

The teacher has knowledge of the historical, philosophical, and legal basis of services for children both with and without special needs.

The teacher has knowledge of current trends and issues in general education and special education.

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 appreciates subject matter and models enthusiasm for the subject.

The teacher respects others' ideas and practices as well as changes in language and its usage.

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 understanding.

The teacher represents and uses a variety of viewpoints, theories, "way 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 communicates effectively through reading, writing, speaking and listening, and assists students in doing the same.

Evidences

The teacher uses multicultural perspectives to enrich the language arts' curriculum

The teacher relates themes in language arts study to historical and/or current situations.

The teacher incorporates content taught in other disciplines into language arts activities.

The teacher employs innovative techniques.

The teacher links new concepts to prior knowledge using familiar terminology.

The teacher models clear, standard communication.

The teacher assists students to use clear, standard communication.

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The teacher's presentations reflect accuracy.

The teacher assesses student learning for accuracy.

The teacher uses effective strategies to help students become better readers, writers, speakers, and listeners.

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 K-12 curriculum of the disciplines(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 knows how to write thematic units centered around a basic concept involving the interdisciplinary approach.

The teacher knows how to incorporate multicultural concepts into curriculum units.

The teacher knows how to write genre-based units.

The teacher has knowledge beyond traditional literary selections.

The teacher knows various methods of communication and teaches these skills to the students.

The teacher knows how to employ technology such as word processing, INTERNET, video production, etc.

The teacher knows how to focus the learning on the appropriate (level) placement regarding scope and sequence.

The teacher knows how to communicate on the students' levels emotionally, culturally, academically, etc.

The teacher knows how to use a variety of assessments.

The teacher knows how to use open-ended questions, etc. to stimulate creative and critical thinking/exchanges.

The teacher has knowledge of how to adapt academic, career, and social curricula for all types of exceptional learners; and adapt oral and written communication to the needs of the student.

The teacher has knowledge of effective strategies for collaboration with other professionals and how to participate with families, students, and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher has knowledge of how to plan for and link current developmental and learning experiences and teach strategies with those of the next educational setting.

The teacher has knowledge of how to use task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to determine instructional, functional, and developmental needs of students through the use of curriculum-based assessments and similar tools that allow for comparison of current performance with criterion outcomes.

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

The teacher knows how to collect, document, and analyze 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 knows how to develop formal and informal alternative types of assessments (e.g., portfolio assessment, curriculum-based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

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

A teacher values flexibility in teaching strategies, using traditional, innovative, and technological methods and expanding beyond the traditional literary base.

The teacher values opportunities such as participating in staff development, pursuing advanced degrees, and keeping abreast of current trends and publications.

The teacher is willing to approach new ideas by communicating and cooperating with colleagues as well as with students.

The teacher values encouraging students to explore and learn independently.

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

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 diversifies activities within the class period.

The teacher uses effective questioning techniques.

The teacher uses encouraging and constructive remarks.

The teacher uses assessment tools which include performance and knowledge.

The teacher uses computers, videos, overheads, cam corders, etc.

The teacher conveys multiple purposes for skill usage.

The teacher provides opportunities for student revision on writing assignments.

The teacher provides thought provoking writing/reading opportunities.

The teacher connects classroom situations to real life experiences.

The teacher implements interdisciplinary units.

The teacher provides opportunities for demonstration of all communication skills.

The teacher uses a multicultural approach to delivery.

The teacher uses assessment information to establish goals and objectives that are appropriate for an individual student which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with disabilities.

The teacher plans and implements developmentally and individually appropriate curriculum 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 diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher has the ability to cooperatively develop and evaluate an individualized education program/individualized family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods of average and diverse students (e.g., gender, gifted to low functioning, various disabilities, high to low SES, varying learning styles, culturally and linguistically diverse, and social problems specific to the community [e.g., drugs, poverty, guns]).

The teacher infuses speech skills into the academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher selects media and technology appropriate to instructional goals and objectives and uses 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 and by other means.

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 participates and collaborates with other professionals as a team member in conducting family-centered assessments.

The teacher collaborates with other professionals in evaluating the student.

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.

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 know 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 influence 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 understand 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 questioning techniques that allow for individual differences.

The teacher know how to use a variety of materials to support different instructional strategies.

The teacher knows how to identify the developmental stages of his or her students and modifies learning experiences accordingly.

The teacher has knowledge of and access to support services available for student support; these may include local school personnel and area health and human service agencies.

The teacher knows how to identify the developmental stages of his or her students and modifies lessons accordingly.

The teacher knows how to use multiple evaluation methods such as portfolio, pen and paper tests, projects, and oral presentations.

The teacher knows how to evaluate the influence of mental, social, and emotional development on the learning process.

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 of ethical consideration inherent in classroom behavior management.

The teacher knows the techniques for crisis prevention, students with various cultural backgrounds, and student with exceptional learning needs.

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, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows 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 allowing students to demonstrate their knowledge.

The teacher positively reinforces appropriate behavior.

The teacher is willing to learn from students.

The teacher values learning materials from diverse cultures.

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.

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 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 models acceptance of all students through proximity.

The teacher enforces a positive set of rules.

The teacher demonstrates high expectations for all students by using encouraging statements, setting challenging and achievable tasks, and guiding students to their successful achievement.

The teacher demonstrates a positive attitude toward diverse cultures by using examples/ references from those cultures.

The teacher elicits and acknowledges responses from all students.

The teacher asks probing questions to enable successful response.

The teacher gives choices for activities that accommodate learning styles and developmental stages.

The teacher reflects on student learning and adjusts teaching practices so that learning is enhanced.

The teacher uses a variety of resources in the planning and presentation of lessons such as professional journals, textbooks, and NCTE publication so that children understand and value the English Language Arts.

The teacher facilitates student learning by using techniques such as cooperative learning, performance demonstrations, peer tutoring, portfolios, and process writing in English Language Arts.

The teacher determines levels and styles of students and uses a variety of teaching strategies such as questioning, demonstrations, lecture, (composition) writing (written and oral) assignments.

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 and 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 uses materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher helps students work and cooperatively interact with their peers and to use play, environmental routines, and parent-mediated activities for learning.

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

The teacher plans appropriate physical arrangements and activities.

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

STANDARD FOUR

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

illness and communicable diseases.

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 how to use examples from students' backgrounds as a medium to present the learning.

The teacher knows how to use a variety of techniques and activities which take into account students' outlooks, values, and orientation toward schooling.

The teacher knows how to model respectful behavior by treating everyone with dignity.

The teacher knows how to use audience-appropriate language.

The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

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

The teacher knows how to use interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and support 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 values giving a positive acknowledgment of student responses even when the response is incorrect.

PERFORMANCE

The teacher promotes positive interpersonal relationships among student/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 treats everyone with respect.

The teacher communicates effectively with the school community and society.

The teacher encourages character development through studies in language, literature, and writing.

The teacher creates opportunities for positive interaction with diverse populations among students, parents/guardians, peers, and community.

The teacher models empathy and warmth by acknowledging students in appropriate ways.

Whenever necessary, the teacher modifies the presentations to effectively communicate ideas to all students.

The teacher reinforces effective communication skills with a variety of responses geared to individual needs.

The teacher acknowledges the rights of individual expression through open discussions, modeling and positive reinforcement.

The teacher demonstrates a willingness to learn from students.

The teacher models the roles teachers, other professionals, and parents assume in a collaborative relationship.

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase student self-awareness, self-control, self-reliance, and self-esteem.

The teacher interprets educational programs of all students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher teaches students to be their own advocates.

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 organization 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 how to reflect learning outcomes, modify teaching strategies, and practice to improve instruction, and actively seeks opportunities to grow professionally.

The teacher knows how to act in accordance with public law and school regulations.

The teacher understands due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher has a knowledge of stress management skills.

The teacher has knowledge of interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support students with diverse cognitive, motor, and/or social/behavioral needs and their families.

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The teacher knows how to plan for involving parents in the instructional process.

The teacher has knowledge of how to involve parents and students in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for students and communicates effectively with parents about curriculum and student's progress.

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 values opportunities to update professional knowledge.

The teacher appreciates local involvement by including parents, community members, and other resources in special projects (field trips, guest speakers, etc.)

The teacher has a positive attitude toward the dynamics of change by modifying classroom activities and presentation.

The teacher values incorporating school activities into community projects when feasible.

The teacher values a positive school image in the community.

The teacher values working cooperatively with colleagues and other school officials.

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 checks frequently for understanding and adjusts methods to enhance students' learning.

The teacher promotes a sense of community responsibility by encouraging active participation of students in group function such as student council, school clubs, and community organizations.

The teacher accepts that the process of change requires the active participation of various stockholders.

The teacher responds positively to opportunities such as parent/teacher conferences, volunteer service, sponsorship of activities, and other school events to involve parents/guardians in student's education.

The teacher communicates with parents to exchange information, establish rapport, and foster inclusion of the community.

The teacher keeps abreast of change needed for the school community, researches alternatives, and involves parents, students, and school community in implementing change.

The teacher attends professional conferences, keeps abreast of trends in the English language arts through reading, and participates in related organizations.

The teacher follows prescribed national, state, and district policies and regulations.

The teacher uses community resources to enhance students' learning and to assist in achieving school improvement plans.

The teacher maintains his/her dignity and integrity in his/her role as a teacher.

The teacher reads professional journals and incorporates research to enhance learning outcomes.

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

The teacher actively participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social, and medical services for students and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for students.

The teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plan for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instruction and related programs for a student.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities, and concerns in relation to their child's development.

The teacher involves families in assessing planning for individual children, including children with special needs.

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns.

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The teacher uses state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with student needs.

The teacher demonstrates knowledge of the roles and utilization of paraprofessionals in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of children and their families.