

***English Language Arts/Social Studies
Middle Childhood 4-8***

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 that students' personal perceptions and cultural and linguistic diversities influence learning and plans accordingly.

The teacher has broad knowledge of subject matter as related to the Arkansas curriculum frameworks.

The teacher knows how to relate thematically with other disciplines.

The teacher guides the development of informed decision making.

The teacher is knowledgeable in strategies for teaching content.

The teacher is knowledgeable about study skills as applied across the disciplines.

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The teacher is knowledgeable and recognizes characteristics and traditions of different cultures.

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 supports an interdisciplinary approach to writing by providing opportunities to research and compose in other content areas.

The teacher incorporates a multicultural approach to learning.

The teacher has an interest in and discusses current events in class.

The teacher values both content areas as relevant to life and appreciates that they are best taught with an interdisciplinary approach.

The teacher realizes that dialects and other linguistic diversities are a part of a multicultural heritage.

The teacher is mindful of local, national, and global issues.

The teacher is willing to make linguistic accommodations to ensure the learning of all students.

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

Evidences

The teacher demonstrates the communication processes that are reflected in the curriculum frameworks.

The teacher exhibits continuing professional growth in his/her area of expertise.

The teacher continually evaluates new or current information regarding his/her discipline through professional development, professional journals, or profession networking.

The teacher uses an interdisciplinary approach to curriculum.

The teacher uses multicultural perspectives in curriculum development.

The teacher conveys that values and learning are culturally related.

The teacher directs students in researching information to formulate or test a thesis or hypothesis.

The teacher demonstrates knowledge of content areas in learning activities.

The teacher models standard English.

The teacher imparts accurate information.

The teacher adjusts instructional delivery to accommodate English second language students.

The teacher seeks and values student input.

The teacher accepts responsibility for student learning.

The teacher seeks ways to make subject matter relevant.

The teacher continually looks for new ways to present material.

The teacher seeks input from students and professionals.

The teacher takes a multicultural perspective in planning curriculum.

STANDARD TWO

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

KNOWLEDG

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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 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 knows how to write objectives.

The teacher collaboratively plans thematically across the curricula.

The teacher is familiar with scope and sequence for the discipline.

The teacher is familiar with process writing, comprehension, listening skills, and oral communication skills.

The teacher knows questioning skills which will enhance learning.

The teacher knows how to incorporate the use of calculators, computers, etc.

The teacher knows multiple assessment techniques.

The teacher knows Bloom's Taxonomy.

The teacher knows how to interpret achievement data.

The teacher knows critical thinking skills, inductive/deductive reasoning.

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 individualized education plans/family service plans/transition plans for students.

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 is willing to use multiple resources to facilitate learning.

The teacher is willing to select materials to accommodate all learning styles.

The teacher is willing to include a variety of evaluation techniques.

The teacher is willing to incorporate a variety of multi-media tools, including technology.

The teacher is committed to continuous professional growth through journals, organizations, etc.

The teacher values life-long learning.

The teacher is open-minded about trying new approaches to ensure success.

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 encourages 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 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 applies all levels of Bloom's Taxonomy to lessons.

The teacher accurately interprets IEP's for instructional planning.

The teacher uses brainstorming as a problem-solving tool.

The teacher asks creative/critical questions.

The teacher uses computers/technology to broaden information base.

The teacher uses a collaborative thematic approach to sound instruction.

The teacher uses task analysis as an integral part of planning.

The teacher writes lessons to achieve objectives.

The teacher modifies curriculum for special needs.

The teacher uses multiple methods of assessment such as rubrics, portfolios, final demonstration of mastery, etc.

The teacher uses open-ended tasks.

The teacher incorporates student input and feedback.

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 curriculums 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 [e.g., drugs, poverty, guns].

The teacher infuses speech skills into 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

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STANDARD THREE

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

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 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.

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 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 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 understands and teaches conflict resolution.

The teacher understands the principles and methods of flexible group activities, peer tutoring, and positive peer pressure.

The teacher understands the social, emotional, physical, and intellectual needs of the students.

The teacher understands the need for social interaction among adolescents.

The teacher knows of support staff that are available for special needs (resource, Title I, etc.) and is familiar with the referral processes.

The teacher knows how to use multi-media resources (e.g., computer, Internet, audio-visual, etc.).

The teacher knows how to identify major concepts.

The teacher knows how to write instructional objectives.

The teacher knows how to make interdisciplinary connections.

The teacher knows how to use Bloom's Taxonomy, essential questions, and discussion to teach critical thinking skills.

The teacher has knowledge of cooperative learning techniques.

The teacher knows a variety of instructional strategies to meet the needs of all students.

The teacher knows how to use and evaluate instructional techniques and materials.

The teacher knows how to appropriately interpret and use assessment results.

The teacher knows how to use a variety of assessment techniques including performance, portfolios, and projects.

The teacher knows how to increase objectivity in evaluating through the use of rubrics and holistic scoring.

The teacher has an understanding of the physiological changes that are occurring in middle level students.

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.

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The teacher knows and understands how exceptionalities and medications may affect behaviors and educational, vocational, 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 motivates and involves all students.

The teacher values hands-on activities.

The teacher values the use of manipulatives.

The teacher recognizes and appreciates characteristics and traditions of different cultures.

The teacher appreciates students' talents, strengths, and interests.

The teacher is kind, friendly, caring, sympathetic, fair, understanding, supportive, and respectful.

The teacher values using a variety of resources for professional development.

The teacher appreciates the use of positive body language.

The teacher values life-long learning.

The teacher respects the confidentiality of each student.

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.

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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 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 instructs students in and uses cooperative learning.

The teacher uses individual instruction.

The teacher modifies lessons to accommodate individual learning needs.

The teacher uses flexible grouping.

The teacher uses interest inventories to involve students in learning activities.

The teacher provides experiential learning techniques such as simulations, role-playing, etc., relative to learning.

The teacher uses multi-media resources which includes technology.

The teacher instructs students on how to read and learn from textbooks.

The teacher instructs in an interesting and enthusiastic manner.

The teacher uses various forms of assessment techniques and questioning skills to check for understanding.

The teacher organizes and manages classroom resources and makes them more accessible to students.

The teacher builds and maintains a relationship of trust and respect with all students.

The teacher instructs in, and guides, self-learning strategies.

The teacher develops instructional activities to accommodate the physiological needs of middle level students.

The teacher uses community resources (field trips, guest speakers, etc.).

The teacher works with teachers from other disciplines.

The teacher is proficient in subject matter and continues learning within the content area.

The teacher plans thematically.

The teacher provides the student with choices of processes and products.

The teacher uses formal and informal instruments to assess students' current level of achievement.

The teacher constructs instruments which assess instructional objectives.

The teacher bases decisions on the combined results of multiple assessments of student performance.

The teacher assists the students in setting goals.

The teacher sets challenging yet obtainable expectations.

The teacher displays student work.

The teacher gathers and uses information about student interests.

The teacher exhibits an acceptable work ethic.

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

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STANDARD FOUR

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

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 plans appropriate physical laboratory arrangements and activities in the classroom observing safe laboratory procedures.

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.

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 understands how to use constructive criticism

The teacher is familiar with language patterns used by students, parents, and colleagues.

The teacher knows how to assemble, Internet, and apply information necessary to provide for students' needs and progress.

The teacher understands the diversities among students.

The teacher knows multiple effective communication skills for various audiences.

The teacher is familiar with behaviors that are considered respectful allowing students to maintain dignity.

The teacher understands the value, responsibilities, and requirements of team work.

The teacher is familiar with effective conflict resolution skills.

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

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 the school.

Evidences

The teacher values responses from all students in classroom discussions.

The teacher realizes the importance of allocating tasks/responsibilities among students on a fair and equal basis.

The teacher realizes the importance of students in the decisions making processes.

The teacher accepts the principles of middle level philosophy.

The teacher accepts and values the diverse backgrounds of students.

The teacher ascribes to the accommodation of individual needs in planning instruction.

The teacher understands the needs/behaviors of middle level students.

The teacher is compassionate/understanding of issues facing middle-level 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 informs the students and parents of the students' progress in learning.

The teacher schedules conference with parents as needed.

The teacher provides positive responses to student questions.

The teacher plans instruction to ensure success.

The teacher assists students in setting goals and plans curriculum/provides opportunities to help in obtaining those goals.

The teacher establishes and maintains positive, open dialogue with students, parents, administrators, other school personnel, and community.

The teacher uses conflict resolution skills.

The teacher provides for a physically safe environment.

The teacher shows respect for students.

The teacher creates a safe learning environment which encourages risk-taking.

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 understands the importance of revising instruction based on input.

The teacher knows how to accumulate and apply education research.

The teacher understands legal responsibilities.

The teacher understands the importance and the process of change.

The teacher knows that school is part of the community.

The teacher understands the role of the family/guardian in education.

The teacher understands the functions and influences of various groups.

The teacher understands the importance of a professional journal.

The teacher understands the power of peer groups/others.

The teacher understands how to use peer pressure in a positive way.

The teacher knows the positive methods to effect change.

The teacher is aware of available resources.

The teacher understands the importance of collegiality and networking.

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 recognizes the need for constant growth and improvement through research-based theories and practice.

The teacher realizes that change is a process and not an event, and an essential component of professional growth.

The teacher views self-learning and student learning as a developmental continuum.

The teacher views self-improvement as a vital part of school improvement.

The teacher believes that he/she is important in the educational process.

The teacher is willing to work cooperatively and collaboratively in school improvement activities.

The teacher accepts the validity of research.

The teacher is receptive to new ideas.

The teacher accepts community/peer/parent input as important to student progress and curriculum planning.

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 her/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 supports and is involved in school activities.

The teacher shares successful methods of practice with colleagues.

The teacher enhances instruction by seeking and obtaining available resources, such as grants, speakers, and materials.

The teacher adheres to district guidelines in maintaining a professional appearance.

The teacher establishes partnerships with parents, universities, educational co-ops, businesses, etc.

The teacher identifies needs for professional development.

The teacher meets district performance standards.

The teacher aligns teaching practices with current research.

The teacher works effectively within the school team.

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