

Industrial Technology

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 includes reasoning behind factual information in the areas of construction, communication, manufacturing, energy, and transportation systems.

The teacher knows how to develop and use learning activity packets which exhibit influence and/or application to specific cultures.

The teacher knows how to develop and use learning activity packets which include high-level integration with other subject areas.

The teacher knows how to develop and use learning activity packets to reinforce the concepts of technology.

The teacher demonstrates knowledge of the materials and equipment used within the Industrial Technology laboratory.

The teacher knows how to organize and maintain classroom control and management.

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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 displays enthusiasm when presenting concepts of technology.

The teacher is committed to continued professional development.

The teacher encourages students' input.

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 includes real world and outside disciplines into classroom activities and learning activity packets.

The teacher extends the classroom through activities such as field trips, research, independent study, etc.

The teacher uses available resources such as professional journals, periodicals, research, and support systems, to supplement textbook and/or curriculum.

The teacher uses lab experience and other assignments to evaluate new ideas and materials.

The teacher applies multicultural perspectives and cultural impact to the learning activities.

The teacher uses factual knowledge supported by references and/or concrete evidence.

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The teacher demonstrates good literacy skills in the classroom such as the use of standard English.

The teacher relates the subject matter to ever-changing real life situations.

The teacher seeks and explores student opinions.

The teacher uses other disciplines as resources.

The teacher is committed to continued professional development.

The teacher encourages students' input.

The teacher maintains a clean and orderly learning environment.

The teacher includes other disciplines within the learning activity.

The teacher demonstrates motivation techniques as evidenced by students staying on task.

The teacher upgrades and revises learning activity packets to reflect changes in technology.

The teacher demonstrates the ability to organize and maintain classroom control and management.

The teacher maintains a clean and orderly learning environment.

The teacher includes other disciplines within the learning activity.

The teacher demonstrates motivation techniques as evidenced by students staying on task.

The teacher upgrades and revises learning activity packets to reflect changes in technology.

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 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 organize lesson plans and learning activity packets which reflect interdisciplinary approaches and the appropriate stage of learning within the particular discipline.

The teacher knows how to demonstrate effective communication through reading, writing, listening, and speaking.

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

The teacher knows how to effectively stimulate discussion through questioning.

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The teacher has knowledge of a variety of measures which will assess and assist student success such as labs, tests, quizzes, and oral and written assignments.

The teacher is able to effectively modify learning activity packets to accommodate differences in students ability.

The teacher knows how to organize and maintain classroom control and management.

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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 values alternative methods of instruction such as observation to assure student 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 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 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 uses a planned strategy in the form of content frameworks which includes course content.

The teacher uses a syllabi with appropriate objectives, which are comprehensive, accurate and useful for specific course content.

The teacher uses a curriculum which provides the student with an opportunity to see, question, and interpret course content.

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The teacher uses instructional processes which require the student to read, write, perform, speak, and also provides appropriate feedback to measure learner success.

The teacher uses a curriculum which stimulates creativity, critical thinking, problem solving, and higher order thinking skills.

The teacher uses current technology (e.g., computer, multimedia, video, etc.) to accomplish curriculum objectives.

The teacher uses various assessment techniques to measure curriculum objectives.

The teacher uses the curriculum to encourage and enhance life-long learning skills.

The teacher keeps records of recently attended professional development activities.

The teacher uses professional resources.

The teacher uses time appropriately for study and preparation.

The teacher seeks updated resources and technologies by methods such as trade journals, organizations, and conferences.

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

The teacher 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 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

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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 effectively stimulates creative and critical thinking through proper development of learning activity packets.

The teacher effectively writes and compiles learning activity packets on the appropriate grade level.

The teacher demonstrates the ability to organize and maintain classroom control and management.

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 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 knows how to use activities which address differences in students' growth and development.

The teacher has knowledge of the importance of teamwork, student interaction, and student motivation.

The teacher knows how to plan instructional activities which excites and motivates students.

The teacher knows how to develop a system to organize, store, and distribute instructional materials, equipment, and supplies.

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The teacher knows how to create a learning atmosphere in which all students can achieve some level of success.

The teacher knows how to maintain a clean and safe learning environment.

The teacher knows how to seek out appropriate information and support services and uses them to enhance classroom learning.

The teacher knows how to create an environment that fosters democratic values, challenges, and a love of learning.

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, 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.

The teacher knows how to organize and maintain classroom control and management.

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 believes in providing immediate positive feedback.

The teacher values promoting self-awareness, confidence, character, leadership(through Vocational student organizations, etc.) and sound personal, social and civic values, and ethics in students.

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 student 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 provides various visual resources and technology during presentations.

The teacher uses a variety of evaluation processes based upon human growth and development.

The teacher relates learning activities to other disciplines (i.e. math, science, communication, English, etc.)

The teacher uses different instructional strategies which recognize student development levels.

The teacher uses resources that are appropriate for the students' level of learning in both individual and group settings.

The teacher uses a variety of instructional strategies, methodologies, and materials, which recognize students' different growth and development.

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The teacher demonstrates an awareness of individual differences through a variety of activities; such as: one-on-one instructions, group lectures, projects, multiple experience and performance-based student learning.

The teacher ensures that the classroom and instructional materials are organized to stimulate strengths and interests.

The teacher solicits responses from all students.

The teacher shows positive reinforcement to student feedback.

The teacher listens to students, allowing time for full response.

The teacher maintains current visual resources appropriate for the students' level and needs.

The teacher encourages and challenges all students to complete tasks.

The teacher recognizes different levels of success with positive reinforcement.

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 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.

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The teacher develops a system to organize, store, and distribute instructional materials, equipment, and supplies.

The teacher creates a learning atmosphere in which all students can achieve some level of success.

The teacher maintains a clean and safe learning environment.

The teacher demonstrates the ability to organize and maintain classroom control and management.

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 how to interact with students and be involved with community functions.

The teacher knows how to encourage students to share personal, cultural, and family experiences.

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

The teacher knows how to encourage students through positive reinforcement.

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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 respects all students.

The teacher values communication with all students individually.

The teacher understands the democratic process.

The teacher exhibits respect and dignity.

The teacher understands and communicates with diverse populations in such a manner as to impart respect and dignity to all.

The teacher knows board policies concerning discipline procedures.

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 demonstrates positive interpersonal relations with all components (i.e., students, parents, guardians, and community) by showing empathy for the population.

The teacher nurtures self confidence through character development, encouraging aspirations, and installing civic virtues.

The teacher demonstrates use of positive reinforcement to encourage and motivate students.

The teacher administers discipline in a firm, fair, and consistent manner.

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 reflection on what they do.

The teacher understands the importance of the VSO (Vocational Student Organization) being involved with community activities.

The teacher is familiar with policies and regulations related to the profession.

The teacher understands the value of VSO activities to teach group and individual leadership skills.

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.

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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 a good relationship with the school community.

The teacher values serving on school committees.

The teacher is willing to accept change.

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 conducts research and works collaboratively with the larger educational community in using research to improve schools and to advance knowledge in the field.

The teacher demonstrates improvements of instruction and assumes responsibility for professional development and well being of student learning.

The teacher imposes a professional presence by active participation in professional organizations, exhibits a demeanor and dress characteristic of a professional, and continually update their professional group plan.

The teacher seeks and uses a variety of people, materials, and other community resources to enhance and fund the program in order to improve learning and the school environment.

The teacher meets legal contractual obligations imposed by national, state, and local regulations and policy.

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