

The **Ohio Continuum Tool for Teacher Self-Assessment** was developed to enable teachers to reflect and self-assess more deeply against the benchmarks of the indicators in the standards and to consider evidence supporting their self-assessment.

Ohio Continuum Tool for Teacher Self-Assessment

Name: _____ Date: _____

Directions:

- Read across the row of indicators for each element of each standard
- Underline or highlight the descriptors that best match your teaching performance
- Record the evidence that supports your rating

Standard 1: STUDENTS

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 1.1	Knowledge of Human Development					
Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Teachers demonstrate an understanding of research on human (student) development (physical, social, emotional, cognitive, and linguistic).	...and Teachers examine student development (physical, social, emotional, cognitive, and linguistic) to identify student readiness in order to design	...and Teachers demonstrate their knowledge of how learning occurs, understand how students acquire skills and develop disciplinary thinking processes, and create learning	...and Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs.	...and Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish differentiated goals that meet the needs	

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	They demonstrate understanding that student development (physical, social, emotional, cognitive and linguistic) influences learning and plan instruction accordingly.	instruction.	activities and select appropriate instructional strategies for students' ages, abilities and learning styles.		of each student.	
Element 1.2	Understanding of Students' Knowledge and Skills					
Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	Teachers identify instructional activities that reflect an understanding of students' abilities, talents, experiences, and prior knowledge.	...and Teachers gather and use information about students' prior learning and abilities to plan and deliver appropriate instruction.	...and Teachers present concepts and principles at differentiated levels of complexity to reflect varied levels of student knowledge and skills. They deliver instruction that demonstrates their understanding of how development in one area informs performance in other areas.	...and Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning.	...and Teachers lead colleagues in the analysis of student work and the design and implementation of responsive, differentiated strategies to assess individual student abilities, learning styles and needs.	
Element 1.3	Understanding Expectations					
Teachers						

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expect that all students will achieve to their full potential.	Teachers establish and clearly communicate high expectations for all students.	...and Teachers model a belief that all students can learn and persist in efforts to help all students achieve to their full potential.	...and Teachers set specific and challenging expectations for each individual student and each learning activity.	...and Teachers demonstrate their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.	...and Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.	
Element 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.	Respect for Diversity					
	Teachers value and demonstrate knowledge of the interests and cultural heritage of groups of students. They respect individuals and individual differences. They access information about the values and norms of diverse cultures and communities.	...and Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual. They avoid the use of bias, stereotypes and generalizations in their classrooms.	...and Teachers foster a classroom learning community in which individual differences and multiple perspectives are respected. They respect and value the languages and dialects of their students and demonstrate an awareness of English Language Learners needs by incorporating instructional	...and Teachers support student participation in creating and maintaining a respectful and responsible learning culture. They analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. They implement instructional	...and Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.	

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			strategies and resources that support language acquisition.	strategies that support English Language Learners and the use of Standard English in speaking and writing in the classroom.		
Element 1.5	Ability to Meet All Students' Needs					
Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	Teachers demonstrate understanding of the needs of students with disabilities and gifted students by understanding laws and identifying appropriate strategies and resources to serve those students.	...and Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). They identify and refer students for screening and assessment when appropriate.	...and Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level. They seek and use support from specialists and other sources of expertise to enhance student learning.	...and Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.	...and Teachers advocate within the school, district and the broader community to ensure that all students have access to all appropriate learning opportunities and resources.	

Standard 2: CONTENT

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 2.1	Knowledge of Content					
Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	<p>Teachers demonstrate knowledge of the core concepts, facts, academic vocabulary, procedures and skills significant to the content they teach.</p> <p>They identify the need to link instruction with prior knowledge and future learning goals.</p>	<p>...and</p> <p>Teachers use their knowledge and understanding of content specific concepts, assumptions of learning, and skills in their planning and instruction.</p> <p>They apply their understanding of relevant research, principles, theories and debates significant to the content they teach.</p>	<p>...and</p> <p>Teachers seek out opportunities to enhance and extend their content knowledge.</p> <p>They utilize their understanding to link the developmental sequence of learning in their content area to current instruction with students' prior knowledge and future learning.</p>	<p>...and</p> <p>Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning.</p> <p>They plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.</p>	<p>...and</p> <p>Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.</p>	
Element 2.2	Use of Content-Specific Instructional Strategies					
Teachers understand and use content-specific instructional strategies to	Teachers identify instructional strategies appropriate to their content areas.	<p>... and</p> <p>Teachers develop instruction that includes content specific strategies that are supported by research.</p>	<p>... and</p> <p>Teachers demonstrate understanding of how students' conceptual frameworks and</p>	<p>... and</p> <p>Teachers anticipate and adjust learning experiences to address common misconceptions of</p>	<p>...and</p> <p>Teachers evaluate instructional strategies to determine their accuracy and usefulness for</p>	

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effectively teach the central concepts and skills of the discipline.			<p>common misconceptions can influence learning.</p> <p>They engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the content area.</p> <p>They use multiple representations and explanations of concepts that capture key ideas in the discipline.</p>	<p>the discipline that impede learning.</p> <p>They incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings.</p>	presenting specific ideas and concepts.	
Element 2.3	Knowledge and Use of Standards					
Teachers understand school and district curriculum priorities and the Ohio academic content standards.	Teachers articulate the important content and concepts in the Ohio academic content standards	<p>...and</p> <p>Teachers use multiple resources to develop plans aligned with the Ohio academic content standards.</p> <p>They demonstrate understanding of the important content, concepts</p>	<p>...and</p> <p>Teachers plan targeted instruction based on a prioritization of school and district curriculum priorities and the Ohio academic content standards.</p>	<p>...and</p> <p>Teachers collaborate with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote students' deep</p>	<p>...and</p> <p>Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum.</p>	

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		and processes in the school or district curriculum priorities relevant to the grade level and content area(s).		understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards. They extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards.		
Element 2.4	Interdisciplinary					
Teachers understand the relationship of knowledge within the discipline to other content areas.	Teachers understand the importance of linking interdisciplinary experiences.	... and Teachers make relevant content connections between disciplines.	...and Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.	...and Teachers design projects that require students to integrate knowledge and skills across several content areas.	...and Teachers lead collaborate efforts to share knowledge and model interdisciplinary instruction.	
Element 2.5	Real-Life Connections					
Teachers	Teachers	...and	...and	...and	...and	

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connect content to relevant life experiences and career opportunities .	understand the importance of linking content to real-life/real-world experiences.	Teachers engage students in applying disciplinary knowledge to real-life/real-world problems.	Teachers use a variety of resources to enable students to experience, connect and practice real-life/real-world and career applications, through activities such as solving real-world problems and participating in service learning.	Teachers design innovative learning activities that replicate real-life/real-world and workplace activities.	Teachers model for other educators the integration of content –area classroom experiences with real-life/real-world and workplace situations.	

Standard 3: ASSESSMENT

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	Knowledge of Assessment					
	Teachers demonstrate an understanding that assessment is a means of evaluating student learning and is essential to effective instruction.	... and Teachers apply an understanding of the characteristics, uses and limitations of various types of diagnostic, formative and summative assessments.	... and Teachers demonstrate an understanding of reasons for selecting and integrating varied assessment types into the instructional cycle.	... and Teachers demonstrate an understanding of assessment-related issues (validity, reliability, bias, consistency and scoring) when using assessments and their resulting data.	... and Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.	
Element 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	Use of Varied Assessments					
	Teachers are aware of the importance of aligning classroom assessments with curriculum and instruction and use a variety of diagnostic, formative and summative assessments.	... and Teachers align classroom assessments with curriculum and instruction. They use a variety of formal and informal assessment techniques (observations, questioning, technology based,	... and Teachers purposely plan and differentiate assessments (by modifying assessments and/or testing conditions) to meet the full range of student needs, abilities and learning styles for all students.	... and Teachers select and develop assessments using a variety of tools including technology, to identify individual student strengths, promote student growth and maximize access to learning opportunities.	... and Teachers work with other educators to design and revise assessment policies and procedures as appropriate. They enhance other educators' knowledge of best practices in assessment.	

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		and curriculum-based assessment) to collect evidence of students' knowledge and skills.		They collaboratively seek innovative ways to employ and select technology to support assessment practice.		
Element 3.3	Analysis of Assessment Data					
Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.	Teachers understand the importance of and demonstrate ability to utilize assessment data to identify students' strengths and needs, and modify instruction.	<p>... and Teachers use data to monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards.</p> <p>They maintain accurate and complete assessment records as needed for data-based decision making.</p>	<p>... and Teachers interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students.</p> <p>They examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.</p>	<p>... and Teachers work independently and collaboratively to use student assessment results to reflect on their own impact on student learning and appropriately modify their instruction.</p>	<p>... and Teachers promote the use of student data to inform curriculum design.</p> <p>They lead efforts promoting the use of student data to implement targeted strategies for instruction.</p>	
Element 3.4	Communication of Assessment Results					
Teachers						

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collaborate and communicate student progress with students, parents and colleagues.	Teachers understand that students' progress must be shared with students, parents, caregivers and colleagues.	<p>... and Teachers identify learning standards, align assessment criteria and communicate these clearly to students.</p> <p>They provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.</p>	... and Teachers use a variety of means to communicate student learning and achievement.	... and Teachers design and share resources to communicate with students and parents to facilitate their understanding of student learning and progress.	... and Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to plan instruction that will best meet individual student needs.	
Element 3.5	Integration of Self-Assessment					
Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	Teachers practice using strategies for students' to self-assess their learning and set goals.	... and Teachers provide students with opportunities to self-assess and articulate the knowledge and skills they have gained.	... and Teachers prepare student self-assessment tools and strategies, regularly monitor their use and monitor student goal-setting.	<p>... and Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.</p> <p>They create a learning environment in</p>	... and Teachers support the improvement of colleagues' abilities to facilitate student self-assessment and goal setting.	

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				which students develop their own self-improvement plans and measure their own progress.		

Standard 4: INSTRUCTION

Teachers plan and deliver effective instruction that advances the learning of each individual student.

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 4.1	Alignment of Standards and Instruction					
Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	Teachers understand the Ohio academic content standards and the importance of aligning instruction with standards.	...and Teachers purposefully select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.	...and Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards.	..and Teachers work with colleagues to prioritize, develop and implement school and district curriculum initiatives focused on improving student performance and closing the achievement gap.	...and Teachers work in concert with other educators to revise and improve district, region and state curriculum priorities.	
Element 4.2	Instruction Based on Student Needs					
Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	Teachers demonstrate an understanding of the importance of using performance data to plan appropriate instruction.	...and Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities.	...and Teachers adjust instruction based on student learning and development (physical, social, emotional, cognitive, and linguistic) level They identify how individual experience, talents and prior learning	...and Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. They make curriculum and instructional decisions that	..and Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.	

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			as well as language, culture and family influence student learning and plan instruction accordingly.	respond to the immediate teaching context and student needs.		
Element 4.3	Communication of Learning Goals					
Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	Teachers clearly communicate learning goals to students.	...and Teachers set goals, plan appropriate activities and clearly communicate these to students.	...and Teachers establish and communicate challenging individual learning goals based on the needs of each student.	...and Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.	...and Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.	
Element 4.4	Instruction for Learning					
Teachers apply knowledge of how students think and learn to instructional design and delivery.	Teachers understand the cognitive processes associated with learning, and use this understanding to plan instruction.	...and Teachers use research-based instructional strategies. They implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	...and Teachers articulate a logical and appropriate rationale for the sequence of learning activities. They link the content of each learning activity to the content of previous and future learning	...and Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.	...and Teachers lead colleagues in the design and implementation of research-based strategies to teach students new knowledge and skills.	

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			experiences and provide scaffolds for students' next levels of development.			
Element 4.5	Differentiated Instruction					
Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	Teachers identify strategies for differentiated instruction.	<p>...and</p> <p>Teachers gather and use student data to choose appropriate instructional strategies for groups of students</p> <p>They use appropriate and flexible grouping during instruction to support the learning needs of all students.</p>	<p>...and</p> <p>Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.</p> <p>They differentiate instruction to meet individual student's learning needs.</p> <p>They appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.</p> <p>They incorporate tools of language development into planning and</p>	<p>...and</p> <p>Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals.</p> <p>They provide varied options for how students will demonstrate mastery.</p>	<p>...and</p> <p>Teachers lead colleagues in analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual student needs and ensure success.</p> <p>They create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs.</p>	

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			instruction for English language learners.			
Element 4.6	Instruction for Independence					
Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	Teachers understand the cognitive processes associated with various kinds and levels of learning (e.g., taxonomies of learning) to develop independent learners.	...and Teachers choose learning activities that support the development of students' cognitive abilities.	...and Teachers employ effective, purposeful questioning techniques that promote critical thinking during instruction. They help students develop high-level questioning skills that promote critical thinking and independent learning.	...and Teachers provide complex, creative, open-ended learning opportunities for students. They encourage students' critical thinking by asking challenging questions about disciplinary content.	...and Teachers lead colleagues in analyzing and implementing innovative instructional methods within and across disciplines.	
Element 4.7	Use of Resources					
Teachers use resources effectively, including technology, to enhance student learning.	Teachers use resources and technology appropriate to their disciplines.	...and Teachers access appropriate materials, services, and resources, including human and technological resources, to support instructional goals	...and Teachers select and prioritize teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing	...and Teachers work collaboratively to create and select varied instructional materials, including interactive technology, to	...and Teachers initiate research efforts with colleagues to identify, select and modify resources that ensure success for each student. They assist their	

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		and meet students' needs. They support student use of technology.	particular ideas and concepts and for meeting individual student's needs. They develop students' abilities to access, evaluate and use technology.	engage students (locally and globally) to meet their individual learning needs.	colleagues in understanding and integrating technology into instruction.	

Standard 5: LEARNING ENVIRONMENT

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	Development of a Respectful Learning Environment					
	Teachers demonstrate caring and respect in their interactions with all students. They acknowledge incidents of unfairness and disrespect.	...and Teachers use strategies to promote positive relationships, cooperation and collaboration among students. They develop and teach expectations for respectful interactions to students. They use specific strategies to respond to unfairness and/or disrespect.	...and Teachers collaborate with students to develop shared values and expectations for respectful interactions, and individual and group responsibility to create a positive learning climate of mutual respect, support and care.	...and Teachers foster students' participation in creating and maintaining a fair and respectful school climate; support students in developing skills to understand varied perspectives; and respond to inequity and disrespect.	...and. Teachers model expectations and behaviors that create a positive school and district climate of respect, support and caring.	
Element 5.2 Teachers create an environment that is physically and	Development of a Safe Learning Environment					
	Teachers maintain established rules for classroom management.	...and Teachers provide a safe learning environment that accommodates all	...and Teachers make decisions and adjustments that support positive	...and Teachers work with colleagues to establish common expectations for	...and Teachers create classrooms in which students take active roles in maintaining	

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emotionally safe.	They acknowledge and reinforce positive behavior and respond appropriately to disruptive behavior within or outside the classroom.	<p>students.</p> <p>They clarify standards of conduct for all students and communicate clear age-appropriate expectations for behavior within and outside the classroom.</p> <p>They use a variety of strategies to respond to appropriate and inappropriate behavior.</p>	behavior, enhance social behavior and increase student motivation and engagement.	<p>student behavior that promote a supportive and caring school climate.</p> <p>They consistently, effectively and respectfully anticipate and respond to the behavior of students.</p>	<p>an enriching environment that is conducive to learning.</p> <p>They advocate for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences.</p> <p>They collect and analyze data on student behaviors to inform decisions that will strengthen the learning environment.</p>	
Element 5.3	Development of Students' Personal Responsibility					
Teachers motivate students to work productively and assume responsibility for their own learning.	Teachers identify strategies to increase student motivation and interest in topics of study.	<p>...and</p> <p>Teachers use strategies to engage students and foster curiosity about their learning.</p> <p>They encourage students to share</p>	<p>...and</p> <p>Teachers encourage self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning</p>	<p>...and</p> <p>Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and</p>	<p>...and</p> <p>Teachers collaborate with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning</p>	

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		in responsibility for their own learning and establish methods for recognition of students either individually or in groups.	(such as outlining tasks and defining short- and long-term timelines). They establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups.	student needs.	groups. They engage students in extending learning through goal-setting based on their curiosity and motivation	
Element 5.4	Development of a Collaborative Learning Environment					
Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	Teachers can articulate reasons for having students work independently, collaboratively and as a whole group. They recognize the importance of peer relationships in establishing climate of learning.	...and	...and Teachers articulate a rationale and develop guidelines for using specific learning models, such as cooperative learning, inquiry learning, self-directed or project-based learning. They engage students in opportunities to independently practice and reflect	...and Teachers vary their roles in the instructional process as instructor, facilitator, coach and audience. They employ cooperative learning activities, and help students develop specific skills and strategies for working productively and	...and Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity. They model and assist other teachers in implementing a variety of flexible learning situations.	

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			on new concepts and skills.	cooperatively in project teams.		

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Element 5.5	Development of an Environment Conducive to Learning					
Teachers maintain an environment that is conducive to learning.	Teachers understand that an ordered and structured environment is conducive to learning.	<p>...and Teachers transition between learning activities and use instructional time effectively.</p> <p>They begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive.</p>	<p>...and Teachers organize, allocate, and manage the resources of time, space, and attention to actively and equitably engage students in learning.</p> <p>They maximize instructional time (purposefully and effectively begin class, introduce activities, maintain focus and transition between activities).</p> <p>They collaborate with students to set and monitor classroom norms, expectations, and routines to assure access for all students.</p>	<p>...and They use a variety of methods to engage students in evaluating the learning environment and reviewing classroom routines and they collaborate with students to make appropriate adjustments.</p>	<p>...and Teachers lead colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning at the classroom and school levels.</p> <p>They influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).</p>	

Standard 6: COLLABORATION AND COMMUNICATION

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 6.1	Communication Skills					
Teachers communicate clearly and effectively.	<p>Teachers use clear, correct spoken and written language, and use age-appropriate language when speaking with students.</p> <p>They listen and ask questions for clarification.</p>	<p>...and</p> <p>Teachers use effective communication strategies (such as adjusting language for audience), ask questions and stimulate classroom discussion.</p> <p>They communicate in ways that demonstrate respect for, acknowledgement of, and responsiveness to the cultural backgrounds and modes of communication of students and families.</p>	<p>...and</p> <p>Teachers listen and respond to speakers using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion or suggesting additional viewpoints or possibilities to be considered.</p>	<p>...and</p> <p>Teachers tailor communications to the specific setting, purpose and audience.</p> <p>They employ a range of communication tools, including technology and media tools, to maximize communication.</p> <p>They model an array of communication strategies that promote inquiry and engagement.</p>	<p>...and</p> <p>Teachers model effective verbal, non verbal and media communication techniques and support positive changes in colleagues' communication abilities and styles.</p>	
	Communication with Families					

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Element 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	Teachers understand the importance of communication with families and caregivers. They understand and respect the need for confidentiality and professionalism.	...and Teachers use a variety of strategies to communicate with parents and caregivers about student learning. They welcome communication from parents and reply in a timely manner. They maintain appropriate confidentiality in all communications with parents and caregivers.	...and Teachers offer a variety of volunteer opportunities and activities for families to support students' learning. They form partnerships with parents and caregivers to better understand each student's present and future development and support student learning.	...and Teachers communicate and provide appropriate techniques and materials to support and enrich student learning at home.	...and Teachers model and provide guidance to colleagues in the creation of classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement.	
Element 6.3 Teachers collaborate effectively with other teachers, administrators and school and district	Collaboration with Colleagues Teachers consult with and learn from faculty, peers, and cooperating teachers in planning and implementing instruction.					
		...and Teachers establish productive relationships with professional colleagues and other school staff to promote student growth and development.	...and Teachers engage in teaming efforts with colleagues to examine problems of practice, analyze student work and identify targeted strategies. They consult with	...and Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.	...and Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement. They organize	

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staff.			<p>and learn from colleagues in planning and implementing their own instruction.</p> <p>They use effective collaboration skills in their work and with others in the school community</p>		ongoing, sustained school-wide and district-wide efforts and serve as a resource for others.	
Element 6.4	Teacher-Community Collaboration					
Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	Teachers gain an understanding of local and community resources.	<p>...and</p> <p>Teachers involve community members in classroom activities as appropriate.</p> <p>They are a part of an instructional team that identifies when and how to access appropriate services to meet learning needs and implement referrals appropriately.</p>	<p>...and</p> <p>Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement.</p> <p>They use various medical, social and academic service providers in the community to support students' mental health and well-being.</p>	<p>...and</p> <p>Teachers build partnerships with the local community and community agencies in response to identified needs of students.</p>	<p>...and</p> <p>Teachers lead colleagues, family, and community in the development and implementation of educational improvement efforts and assume increased leadership to advance reform initiatives at the school, district, state, and national levels.</p> <p>They serve as advocates for the local school system and communicate the value of their work within the community.</p>	

Standard 7: PROFESSIONAL RESPONSIBILITY AND GROWTH

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

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
Element 7.1	Meeting Professional Codes of Conduct					
Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	Teachers demonstrate an understanding of the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE).	<p>...and Teachers understand and follow district policies and state and federal regulations.</p> <p>They separate their personal beliefs from their professional interactions with students and families</p>	<p>...and Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.</p>	<p>...and Teachers help colleagues access and interpret laws and policies and understand their implication for the classroom.</p> <p>They participate in dialogue regarding new regulations, requirements and implications for classroom teaching and learning.</p>	<p>...and Teachers help shape policy at the local or state level.</p> <p>They assume increased leadership to advance policy and reform agendas at the school, district and state levels.</p>	
Element 7.2	Ongoing Professional Development					
Teachers take responsibility for engaging in continuous, purposeful professional development.	Teachers develop an understanding of the Ohio Standards for Professional Development.	<p>...and Teachers identify their content knowledge and instructional strengths and areas for growth, to develop and implement targeted goals for</p>	<p>...and Teachers construct and implement short- and long-term professional development goals based on student needs.</p> <p>They use</p>	<p>...and Teachers regularly modify short-and long-term professional goals based on an analysis of and reflection upon evidence of student learning</p>	<p>...and Teachers lead standards-based professional learning activities for colleagues, families and the community that support quality implementation of educational</p>	

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
		<p>professional growth.</p> <p>They participate in relevant professional development activities and incorporate what they learn into their instruction.</p> <p>They know and use Ohio's Standards for Professional Development.</p>	<p>professional literature, professional dialogue, and collaborate with colleagues and other resources to support their development as teachers and leaders.</p> <p>They work collaboratively to determine and design appropriate professional development opportunities for themselves.</p>	<p>and self-assessments of professional teaching practice.</p> <p>They initiate continual research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.</p>	<p>improvement initiatives.</p> <p>They pursue advanced credentials, degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.</p>	
Element 7.3	Teachers as Change Agents					
Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student	Teachers observe team department or grade level meetings to gain an understanding of effective decision-making processes.	...and Teachers participate in team or departmental decision-making.	...and Teachers engage with colleagues and other stakeholders to implement initiatives that enhance teaching and learning.	...and Teachers are actively involved in professional and community organizations that advance teaching and learning.	...and Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design.	

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	EVIDENCE
achievement.					They facilitate the development of efficacy- the belief that teachers can impact the achievement of all students- among other teachers in their school and district.	