

OHIO STANDARDS FOR THE TEACHING PROFESSION

CRITERION A: CONSISTENT LEADERSHIP

Standard 1 Elements

1.1d. Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.

1.2d. Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.

1.3e. Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.

1.4h. Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.

1.5g. Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources.

Standard 2 Elements

2.1g. Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.

2.3c. Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum.

2.4e. Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.

2.5d. Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences.

Standard 3 Elements

3.1e. Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.

3.2f. Teachers enhance other educators' knowledge of best practices and assessment.

3.4e. Teachers collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

3.5f. Teachers improve colleagues' abilities to facilitate student self-assessment and goal-setting.

Standard 4 Elements

4.1e. Teachers assume leadership roles to define and revise district, region and state curriculum priorities.

4.5h. Teachers create professional development opportunities for colleagues to student research-based methodologies and design materials to support students; individual learning needs.

Standard 5 Elements

5.5e. Teachers 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).

Standard 7 Elements

7.1e. Teachers help shape policy at the local or state level.

7.2f. Teachers create and deliver professional development opportunities for others.

7.2g. Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.

7.3c. Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development or policy design.

CRITERION B: *DISTINGUISHED TEACHING-FOCUS ON COLLABORATION AND COMMUNICATION*

Standard 3 Elements

3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

3.2 Teachers select, develop and use a variety of diagnostic formative and summative assessments.

3.3 Teachers analyze data to monitor student progress and learning and to plan differentiate and modify instruction.

3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.

3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard 6 Elements

- 6.1 Teachers communicate clearly and effectively.
- 6.2 Teachers share responsibility with parents, caregivers to support student learning, emotional and physical development and mental health.
- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.
- 6.4 Teachers collaborate effectively with local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Criterion C: Distinguished Teaching – Focus on Student and Environment

Standard 1 Elements

- 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- 1.2 Teachers understand what students know and are able to do and use this knowledge to the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2 Elements

- 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan for instruction.
- 2.2 Teachers understand and use content-specific instructional strategies to effectively teach central concepts and skills of the discipline.
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the content area to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

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Standard 4 Elements

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

Standard 5 Elements

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which student work independently, collaboratively and/or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students

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- 6.1 Teachers communicate clearly and effectively.
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Criterion D: Distinguished Teaching – Focus on Content, Instruction and Assessment

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Standard 6 Elements

- 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

Criterion E: Continued Professional Growth

Professional Development Standard 1 Elements

PD Standard 1.4d Professional development is linked to daily practice.

Professional Development Standard 2 Elements

- 2.1c*** School and district professional development plans are based on student achievement data.
- 2.2a*** Educators analyze their professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth.

Standard 6 Elements

- 6.2a*** Educators learn strategies for studying and evaluating relevant current research.
- 6.2b*** Educators learn strategies to integrate the research into practice.

Standard 7 Elements

- 7.1*** Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 a.*** Teachers participate in relevant professional development activities and incorporate what they learn into their instruction.
- 7.2b.*** Teachers know and use Ohio Standards for Professional Development.
- 7.2c.*** Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves.
- 7.3a.*** Teachers participate in team or departmental decision making
- 7.3b.*** Teachers are actively involved in professional and community organizations that advance teaching and learning.