



MULTISTATE REVIEW OF PROFESSIONAL TEACHING STANDARDS

Supplemental materials for:

A multistate review of professional teaching standards

Co-authored by Melissa White, Reino Makkonen, and Kari Stewart

Published by: REL West at WestEd

Available at: http://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2009075.pdf

TEACHING STANDARDS: PROFILES FOR SIX STATES

These profiles of six states' teaching standards are part of the report, *A multistate review of professional teaching standards*, published by the Regional Educational Laboratory West (REL West) in July 2009. That report reviews teaching standards in California, Florida, Illinois, North Carolina, Ohio, and Texas, to inform California's revision of its teaching standards.

A note about terminology and citation of the teaching standards in the state profiles:

Terminology. REL West researchers found that some states delineate a clear set of terms to refer to all the various aspects of their teaching standards, while other states have no specific nomenclature for the various sub-elements of a standard. In each of the following state profiles, researchers describe the structure of the set of teaching standards reviewed and, to the extent possible, use the state's own terminology, as found in the document(s) reviewed. When using descriptive terms specific to a state's document(s), researchers capitalize and italicize each term (such as *Propositions*). When a state has not used specific terminology to name some or all of the sub-elements of a teaching standard, REL West's own terminology is applied, as follows: element (for a description) and indicator (for a behavior or performance).

Citation. When a teaching standard, or any of its sub-elements, is discussed, the in-text citation includes the number of the teaching standard and, if relevant, the number the related sub-element, as well as the page number where the standard can be found in the referenced teaching standards document. The full reference for the primary teaching standards document discussed in each profile is in the reference list at the end of the profile.

CALIFORNIA

Title of teaching standards:

California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers

Page length: 33

Available at <http://www.ctc.ca.gov/reports/cstpreport.pdf>

Teaching standards

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments
3. Understanding and Organizing Subject Matter
4. Planning Instruction and Designing Learning Experiences
5. Assessing Student Learning
6. Developing as a Professional Educator

According to the California Standards for the Teaching Profession (CSTP), the California teaching standards were developed over a period of seven years under the leadership of representatives from the California Department of Education, Commission on Teacher Credentialing, WestEd, and two separate advisory panels with broad membership. The CSTP state, “Additionally, hundreds of teachers, university faculty members and educational administrators contributed to the California Standards by participating in a large-scale study of their validity” (p. 23).

Teaching standards’ target audience

The CSTP apply to all teachers, with the preamble stating that the teaching standards “were developed to address” teachers’ “lifelong professional development” that begins in pre-service (p. 2). Later in the document it states that the CSTP “provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice” (p. 29).

Structure of the teaching standards

The 33-page CSTP document begins with an introductory section that articulates a “holistic” and “developmental” vision of teaching that reflects student and teacher diversity in California. This section also outlines the organizational structure of the teaching standards and explains how the CSTP will be used as the basis for certain formative assessments for California teachers.

The six standards reflect “interrelated categories of teaching practice” (p. 3) according to an introductory section of the CSTP that describes the organizational structure of the teaching standards. This same section explains that each teaching standard “is introduced in a *narrative* description of best practice that portrays an accomplished level of teaching” (p. 3). Under each *narrative* are *elements* that “identify key areas within that domain of teaching” (p. 3). The *elements* are each followed by *questions* that are intended to “encourage teachers to explore aspects of teaching practice throughout their careers” (p. 3). The CSTP go on to explain that the questions address “only a sample of the important facets of teaching” and thus “should not be used as checklists, but rather as probing issues to promote reflection and professional development throughout one’s career” (p. 3).

The CSTP also include several one-page graphical representations that summarize each of the teaching standards along with their related *narratives*, *elements*, and *questions* for each of the six teaching standards.

Teaching standards' approach to addressing the needs of special populations

English learner (EL) students

Recognizing or supporting diversity

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"...build understanding of my students' cognitive and linguistic development?" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 1, Question 5, p. 11).

"... develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?" (*Standard for Developing as a Professional Educator*, Key Element 4, Question 2, p. 21).

Differentiated instruction

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... support all students to use first and second language skills to achieve learning goals?" (*Standard for Engaging and Supporting All Students in Learning*, Key Element 1, Question 3, p. 5).

"... design lessons that promote subject matter knowledge and language development for second language learners?" (*Standard for Planning Instruction and Designing Learning Experiences*, Key Element 1, Question 5, p. 14).

"...ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?" (*Standard for Assessing Student Learning*, Key Element 1, Question 5, p. 17).¹

Knowledge of related theory & strategies

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... use what I know about cognitive and linguistic development to plan instruction that supports student learning?" (*Standard for Planning Instruction and Designing Learning Experiences*, Key Element 1, Question 6, p. 14).¹

Communication with students and families

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"...engage families as sources of knowledge about students' linguistic and social backgrounds?" (*Standard for Developing as a Professional Educator*, Key Element 4, Question 3, p. 21).

Students with disabilities

Inclusion

"*The California Standards for the Teaching Profession* support the creation of inclusive classrooms in which diverse students with varying learning styles and abilities are engaged and challenged as learners" (CSTP front matter, p. 3).²

Differentiated instruction

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?" (*Standard for Assessing Student Learning*, Key Element 1, Question 5, p. 17).³

¹ This standard was referenced in both EL and SwD because it refers to both "language acquisition" (EL) and "special needs" (SwD).

² This reference is taken from the CSTP front matter ("Context of Teaching in California") but it is not part of any particular standard.

³ This standard was referenced in both EL and SwD because it refers to both "language acquisition" (EL) and "special needs" (SwD).

Teaching standards' approach to teachers' use of education technology

Demonstrating competency with and interest in technology

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... expand my knowledge of new instructional methods and technologies?" (*Standard for Developing as a Professional Educator*, Key Element 2, Question 6, p. 21).

Effective integrating into instruction

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... use technology to enhance student learning?" (*Standard for Engaging and Supporting All Students in Learning*, Key Element 2, Question 6, p. 6).

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 5, Question 5, p. 13).

"Key Element: Using materials, resources, and technologies to make subject matter accessible to students" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 5, p. 13).

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... use subject matter resources, materials, and technologies to organize the curriculum?" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 5, Question 1, p. 13).

"... use technologies to convey key concepts in the subject matter area?" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 5, Question 4, p. 13).

Conventions for accessing and managing information

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... manage student and teacher access to materials, technology, and resources to promote learning?" (*Standard for Creating and Maintaining Effective Environments for Students*, Key Element 1, Question 3, p. 8).

"... help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?" (*Standard for Understanding and Organizing Subject Matter for Student Learning*, Key Element 5, Question 5, p. 13).⁴

Teaching standards' approach to accountability and student learning standards

Using standards to plan instruction

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?" (*Standard for Assessing Student Learning*, Key Element 1, Question 1, p. 17).

Assessing students' progress on standards

As teachers develop, they may ask, 'How do I...' or 'Why do I...'

"... assess my students to support student learning goals, district standards, and family expectations?" (*Standard for Assessing Student Learning*, Key Element 2, Question 7, p. 18).

Reference

California Commission on Teacher Credentialing and California Department of Education. (1997). *California Standards for the Teaching Profession: A description of professional practice for California teachers*. Retrieved June 2008, from <http://www.ctc.ca.gov/reports/cstpreport.pdf>

⁴ This reference also appears in the above section: Promoting students' use of technology.

FLORIDA

Title of teaching standards:

Accomplished, Professional and Preprofessional Competencies for Teachers of the 21st Century, also called Educator Accomplished Practices

Page length: 32

Available at http://www.fldoe.org/dpe/pdf/AccomPractices_11-09-07.pdf

Teaching standards

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development & Learning
8. Knowledge of Subject Matter
9. Learning Environments
10. Planning
11. Role of the Teacher
12. Technology

According to the Florida Department of Education (FLDOE), the development and adoption of the Educator Accomplished Practices (EAPs) in the late 1990s (via F.A.C. 6A-5.065) was “part of a national transition to standards-based education” (FLDOE, 2002, p. 1). As with other state standards, the EAPs were drawn from the Interstate New Teacher Assessment and Support Consortium (INTASC) teaching standards (<http://www.ccsso.org/content/pdfs/corestrd.pdf>). The EAPs and the state’s student content standards, called the “K-12 Sunshine State Standards,” serve as central parts of Florida’s system for school improvement and accountability, known as the “A+ Plan” (FLDOE, 2002).

Teaching standards’ target audience

The EAPs apply to all teachers in Florida.

Structure of the teaching standards

The document that articulates Florida’s EAPs contains no preamble or explanatory introduction; however, in 2002, the Florida Department of Education (FLDOE) produced a separate introductory overview (http://coe.fau.edu/OASS/student_teaching/EAP-Overview.pdf) for the EAPs. The EAPs themselves essentially serve as three separate sets of competencies, each targeting a different teacher-experience level defined by the state (FLDOE, 2002):

- *Preprofessional*: teachers who have just received their teaching degree
- *Professional*: teachers who have received their first five-year permanent certificate
- *Accomplished*: outstanding teachers

Each section consists of 12 *Competencies*, each one followed by a series of *Sample Key Indicators*.

Teaching standards' approach to addressing the needs of special populations

English learner (EL) students

Florida's EAPs address English learner students and second language acquisition extensively. To begin with, EAP 5 is entirely focused on diversity, and multiple *Sample Key Indicators* under EAP 5 met our key word criterion. Other key topics, such as differentiation of instruction, the selection of materials, knowledge of related theory, communication with students and families, and related assessment, are explicitly addressed in *Sample Key Indicators* under other Florida EAPs, as detailed below.

Recognizing or supporting diversity

Preprofessional teacher:⁵ Establishes a comfortable environment [that] accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation (*EAP 5 Diversity*, p. 4).

Preprofessional teacher: Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably (*EAP 5 Diversity, Sample Key Indicator*, p. 4).

Preprofessional teacher: Recognizes the cultural, linguistic, and experiential diversity of students (*EAP 5 Diversity, Sample Key Indicator*, p. 4).

Preprofessional teacher: Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities (*EAP 5 Diversity, Sample Key Indicator*, p. 4).

Preprofessional teacher: Respects any student's right to use a home language other than English for academic and social purposes (*EAP 9 Learning Environments, Sample Key Indicator*, p. 7).

Professional teacher: Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably (*EAP 5 Diversity, Sample Key Indicator*, p. 14).

Professional teacher: Recognizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group (*EAP 5 Diversity, Sample Key Indicator*, p. 14).

Accomplished teacher: Demonstrates respect for diverse perspectives, ideas, and options and encourages contributions from any array of school and community sources, including communities whose heritage language is not English (*EAP 3 Continuous Improvement, Sample Key Indicator*, p. 23).

Accomplished teacher: Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably (*EAP 5 Diversity, Sample Key Indicator*, p. 24).

⁵ In the standards document itself, the experience level of the teachers is not repeated with each *Sample Key Indicator* as shown here.

Accomplished teacher: Utilizes the cultural and linguistic diversity and experiences of individual students to enrich instruction for the whole group (*EAP 5 Diversity, Sample Key Indicator*, p. 24).

Differentiated instruction

Preprofessional teacher: Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage (*EAP 7 Human Development and Learning, Sample Key Indicator*, p. 6).

Professional teacher: Conducts lessons that honor the various learning styles and cultural and linguistic backgrounds of students (*EAP 5 Diversity, Sample Key Indicator*, p. 14).

Professional teacher: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, provides learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level (*EAP 7 Human Development and Learning*, p. 16).

Accomplished teacher: Provides a range of activities to meet the various students' learning styles and cultural and linguistic backgrounds (*EAP 5 Diversity, Sample Key Indicator*, p. 24).

Selection of materials/curriculum

Preprofessional teacher: Selects appropriate culturally and linguistically sensitive materials for use in the learning process (*EAP 5 Diversity, Sample Key Indicator*, p. 4).

Accomplished teacher: Develops instructional curriculum with attention to learning theory, subject matter structure, curriculum development, student development, and first and second language acquisition processes (*EAP 7 Human Development and Learning, Sample Key Indicator*, p. 26).

Knowledge of related theory & strategies

Preprofessional teacher: Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter (*EAP 3 Continuous Improvement, Sample Key Indicator*, p. 3).

Preprofessional teacher: Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes (*EAP 7 Human Development and Learning, Sample Key Indicator*, p. 6).

Professional teacher: Is informed about developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning (*EAP 3 Continuous Improvement, Sample Key Indicator*, p. 13).

Accomplished teacher: Keeps abreast of developments in instructional methodology, learning theories, second language acquisition theories, psychological and sociological trends, and subject matter in order to facilitate learning (*EAP 3 Continuous Improvement, Sample Key Indicator*, p. 23).

Communication with students and families

Preprofessional teacher: Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English (*EAP 2 Communication, Sample Key Indicator*, p. 2).

Preprofessional teacher: Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests (*EAP 7 Human Development and Learning, Sample Key Indicator*, p. 6).

Assessing students' language status and development

Professional teacher: Reviews assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths (*EAP 1 Assessment, Sample Key Indicator*, p. 11).

Accomplished teacher: Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths to modify instruction-based assessment (*EAP 1 Assessment, Sample Key Indicator*, p. 21).

Students with disabilities

Students with disabilities are addressed under Florida's EAP 5 Diversity for Accomplished teachers, with a focus on differentiating instruction to meet the learning styles and special needs of students.⁶

Differentiated instruction

Accomplished teacher: Uses learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background (*EAP 5 Diversity*, p. 24).

Teaching standards' approach to teachers' use of education technology

As detailed below, Florida's EAPs address education technology in a variety of ways. For each of the three teaching levels, the state provides *13 Key Sample Indicators* in the technology area.

Demonstrating competency with and interest in technology

Preprofessional teacher: Demonstrates technology competencies as defined by (Florida Technology Literacy Profile) (*EAP 12 Technology, Sample Key Indicator*, p. 9).

Preprofessional teacher: Uses technology tools on a personal basis (*EAP 12 Technology, Sample Key Indicator*, p. 9).

Preprofessional teacher: Develops professional goals relating to technology integration (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Professional teacher: Routinely demonstrates a basic level of technology competency, and ensures that students have opportunities to attain basic technology literacy skills (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Professional teacher: Includes technology integration goals in a professional development plan (*EAP 12 Technology, Sample*

⁶ There are two other references that also appear to be related to students with disabilities. They are not included in this review because they did not meet the search criterion. They are: 1) Accomplished teacher communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds (*EAP 3 Communication*, p. 22). 2) Professional teacher and Accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site (*EAP 12 Technology*, pp. 20, 29).

Key Indicator, p. 20).

Accomplished teacher: Incorporates technology integration goals in a professional development plan as addressed in the School Improvement Plan (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Collaboration/communication

Preprofessional teacher: Uses technology to collaborate with others (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Professional teacher: Participates in collaboration via technology to support learning (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Professional teacher: Uses and disseminates digital information to stakeholders through intranets and/or the Internet (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Accomplished teacher: Collaborates via technology beyond the boundaries of the school to support learning (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Assistive technology for students

Preprofessional teacher: Uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Professional teacher: Uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Accomplished teacher: Uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum at each school site (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Identifying technology and/or evaluating its instructional value

Preprofessional teacher: Identifies technology productivity tools to assist with management of student learning (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Preprofessional teacher: Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Preprofessional teacher: Uses digital information obtained through intranets and/or the Internet (such as e-mail and research) (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Professional teacher: Identifies and uses standard electronic media to provide instruction at appropriate student skill level (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Professional teacher: Reviews and recommends educational software tools for instruction (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Accomplished teacher: Evaluates and implements technology tools that enhance learning opportunities which are aligned with

Sunshine State Standards and meet the needs of all learners (*EAP 12 Technology, Sample Key Indicator, p. 29*).

Accomplished teacher: Evaluates and uses a wide range of instructional technologies (such as, CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher-order thinking skills (*EAP 12 Technology, Sample Key Indicator, p. 29*).

Accomplished teacher: Analyzes and evaluates the effectiveness of educational software tools on student learning (*EAP 12 Technology, Sample Key Indicator, p. 29*).

Effective integration into instruction

Preprofessional teacher: Uses technology as available at the school site and as appropriate to the learner... (*EAP 12 Technology, p. 9*).

Preprofessional teacher: Provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction (*EAP 12 Technology, p. 9*).

Preprofessional teacher: Uses technology in lesson and material preparation (*EAP 12 Technology, Sample Key Indicator, p. 10*).

Preprofessional teacher: Creates authentic tasks using technology tools and recognizes the need for learner-centered environments (*EAP 12 Technology, Sample Key Indicator, p. 10*).

Preprofessional teacher: Teaches students to use available computers and other forms of technology (*EAP 12 Technology, Sample Key Indicator, p. 10*).

Professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site... (*EAP 12 Technology, p. 20*).

Professional teacher: Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards (*EAP 12 Technology, Sample Key Indicator, p. 20*).

Professional teacher: Uses technology to construct teaching materials and learning activities (*EAP 12 Technology, Sample Key Indicator, p. 20*).

Professional teacher: Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools (*EAP 12 Technology, Sample Key Indicator, p. 20*).

Professional teacher: Routinely demonstrates a basic level of technology competency, and ensures that students have opportunities to attain basic technology literacy skills (*EAP 12 Technology, Sample Key Indicator, p. 20*).⁷

Professional teacher: Teaches students to use available computers and other forms of technology as they relate to curricular activities (*EAP 12 Technology, Sample Key Indicator, p. 20*).

Professional teacher: Identifies and uses standard electronic media to provide instruction at appropriate student skill level (*EAP 12 Technology, Sample Key Indicator, p. 20*).⁸

⁷ This reference also appears in the above section: Demonstrates competency with and interest in technology.

⁸ This reference also appears in the above section: Identifying technology and/or evaluating its instructional value.

Professional teacher: Provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources (*EAP 12 Technology*, p. 20).

Accomplished teacher: Uses appropriate technology in teaching and learning processes (*EAP 12 Technology*, p. 29).

Accomplished teacher: Facilitates student learning of technology as it relates to curricular activities (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Accomplished teacher: Teaches technology literacy at the appropriate skill levels (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Accomplished teacher: Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Accomplished teacher: Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Accomplished teacher: Uses technology to construct a variety of teaching materials and assessment exercises, and applies current research on integrating technology when planning for instruction (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Accomplished teacher: Teaches legal and ethical uses of technology (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Conventions for accessing & managing information

Preprofessional teacher: Identifies and uses standard references in electronic media (*EAP 12 Technology, Sample Key Indicator*, p. 10).

Professional teacher: Models legal and ethical uses of technology (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Using technology to assess students

Professional teacher: Uses technology productivity tools to monitor and manage student learning (*EAP 12 Technology, Sample Key Indicator*, p. 20).

Accomplished teacher: Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment (*EAP 12 Technology, Sample Key Indicator*, p. 29).

Teaching standards' approach to accountability and student learning standards

As previously noted, Florida's EAPs were adopted in the late 1990s as part of a statewide shift toward standards-based education—a trend that also led to the development and implementation of the K–12 Sunshine State (Learning) Standards and the Florida Comprehensive Assessment Test (FCAT) for students. According to FLDOE (2002), “The Educator Accomplished Practices are for teachers what the Sunshine State Standards are for K–12 students” (p. 1). Both are key components of the state's school improvement and accountability system. “Just as K–12 schools have to ensure that students have learned the Sunshine State Standards through a testing program (FCAT and Florida Writes), colleges of education and school districts must ensure that teachers seeking a Professional Certificate have demonstrated the Educator Accomplished Practices, have the basic skills and general knowledge needed to teach, and the content knowledge to teach the Sunshine State Standards” (*Ibid.*, p. 1). There are also specific references in the EAPs to the state's learning standards for students, as detailed below.

Delivering standards-based instruction

Preprofessional teacher: Provides comprehensible instruction based on performance standards required of students in Florida public schools (*EAP 10 Planning, Sample Key Indicator*, p. 8).

Professional teacher: Provides comprehensible instruction based on performance standards required of students in Florida public schools (*EAP 10 Planning, Sample Key Indicator*, p. 18).

Professional teacher: Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards (*EAP 12 Technology, Sample Key Indicator*, p. 20).⁹

Accomplished teacher: Evaluates and implements technology tools that enhance learning opportunities that are aligned with Sunshine State Standards and meet the needs of all learners (*EAP 12 Technology, Sample Key Indicator*, p. 29).¹⁰

Assessing students' progress on standards

Accomplished teacher: Communicates with students, families, and the community to assess the relevance of the curriculum and adequacy of student progress toward standards (*EAP 3 Continuous Improvement, Sample Key Indicator*, p. 22).

References

Florida Department of Education. (n.d.). *Educator Accomplished Practices: Competencies for teachers of the 21st century*. Retrieved August 2008, from <http://www.fldoe.org/profdev/approval.asp>

Florida Department of Education. (2002). *Introduction to the Educator Accomplished Practices*. Retrieved September 2008, from http://coe.fau.edu/OASS/student_teaching/EAP-Overview.pdf

⁹ This reference also appears in the above section: Technology: Effective integration into instruction.

¹⁰ This reference also appears in the above section: Technology: Selecting and evaluating instructional value.

ILLINOIS

Title of teaching standards:

Illinois Professional Teaching Standards

Page length: 10

Available at www.isbe.state.il.us/profprep/pdfs/ipts.pdf

Teaching standards

1. Content Knowledge
2. Human Development & Learning
3. Diversity
4. Planning for Instruction
5. Learning Environment
6. Instructional Delivery
7. Communication
8. Assessment
9. Collaborative Relationships
10. Reflection & Professional Growth
11. Professional Conduct

Information about the development of the Illinois standards is not available in publicly available documents.

Teaching standards' target audience

The IPTS are intended to represent what a “competent teacher” should know and be able to do. The teaching standards are intended to apply to all teachers.

Structure of the teaching standards

The IPTS are contained in a stand-alone document of the same name that generally parallels the Interstate New Teacher Assessment and Support Consortium (INTASC) core standards (<http://www.ccsso.org/content/pdfs/corestrd.pdf>).

Like the INTASC core standards, the IPTS are introduced with a several-paragraph preamble that starts, “We believe....” Eleven *Standards* follow (INTASC calls them “Principles”), each with a list of *Knowledge Indicators* and *Performance Indicators* that define “the competent teacher.”

The IPTS differ from the INTASC core standards in that:

- The IPTS are slightly different in wording and sequence, though the content of the two sets of teaching standards is similar,
- Illinois added an 11th teaching standard addressing professional conduct, and
- The INTASC standards include “dispositions” under each principle that describe desired teacher attitudes.

Teaching standards' approach to addressing the needs of special populations

English learner (EL) students

English learner students are explicitly addressed in several sections of the IPTS, as indicated below.

Recognizing or supporting diversity

The *Competent teacher*:¹¹ Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (*Standard 3, Knowledge Indicator 3C*, p. 4).

Knowledge of related theory & strategies

The *Competent teacher*: Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English (*Standard 3, Knowledge Indicator 3B*, p. 4).

The *Competent teacher*: Understands communication theory, language development, and the role of language in learning (*Standard 7, Knowledge Indicator 7A*, p. 7).

Assessing students' language status and development

The *Competent teacher*: Uses assessment strategies and devices [that] are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students (*Standard 8, Performance Indicator 8Q*, p. 8).

Students with disabilities

The IPTS document includes a note prior to the teaching standards themselves that reads, "Bold sections indicate the addition of special education professional knowledge and performance indicators." While several of the bolded items did not meet our criterion for inclusion in this review, 27 *Knowledge and Performance Indicators* under 10 of the 11 *Standards* include references to students with disabilities that did meet our criterion. These multiple indicators focus on the topic areas listed below.

Patterns or styles of learning

The *Competent teacher*: Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes (*Standard 2: Human Development and Learning, Knowledge Indicator 2F*, p. 4).

The *Competent teacher*: Understands how a student's disability affects processes of inquiry and influences patterns of learning (*Standard 1: Content Knowledge, Knowledge Indicator 1E*, p. 3).

Identification

The *Competent teacher*: Knows identification and referral procedures for students with disabilities (*Standard 11: Professional Conduct and Leadership, Knowledge Indicator 11H*, p. 10).

Inclusion

The *Competent teacher*: Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities (*Standard 6: Instructional Delivery, Performance Indicator 6M*, p. 7).

¹¹ In the standards document itself, Competent teacher is not repeated with each Knowledge/Performance Indicator as shown here.

Differentiated instruction

The *Competent* teacher: Designs learning experiences and utilizes adaptive devices/technology to provide access to the general curricular content to individuals with disabilities (*Standard 1: Content Knowledge, Performance Indicator 1M*, p. 3).

The *Competent* teacher: Uses IEP goals and objectives to plan instruction for students with disabilities (*Standard 4: Planning for Instruction, Performance Indicator 4S*, p. 5).

The *Competent* teacher: Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics (*Standard 6: Instructional Delivery, Knowledge Indicator 6E*, p. 6).

The *Competent* teacher: Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities (*Standard 8: Assessment, Knowledge Indicator 8H*, p. 8).

The *Competent* teacher: Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education (*Standard 11: Professional Conduct and Leadership, Performance Indicator 11T*, p. 10).

Collaboration with IEP teams and other stakeholders

The *Competent* teacher: Collaborates with families and other professionals involved in the assessment of individuals with disabilities (*Standard 8: Assessment, Performance Indicator 8N*, p. 8).

The *Competent* teacher: Understands the concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns (*Standard 9: Collaborative Relationships, Knowledge Indicator 9F*, p. 8).

The *Competent* teacher: Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities (*Standard 9: Collaborative Relationships, Knowledge Indicator 9G*, p. 8).

The *Competent* teacher: Collaborates in the development of comprehensive individualized education programs for students with disabilities (*Standard 9: Collaborative Relationships, Performance Indicator 9O*, p. 9).

The *Competent* teacher: Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities (*Standard 9: Collaborative Relationships, Performance Indicator 9Q*, p. 9).

The *Competent* teacher: Communicates with team members about characteristics and needs of individuals with specific disabilities (*Standard 9: Collaborative Relationships, Performance Indicator 9R*, p. 9).

The *Competent* teacher: Knows the roles and responsibilities of teachers, parents, students and other professionals related to special education (*Standard 11: Professional Conduct and Leadership, Knowledge Indicator 11G*, p. 10).

Students' rights

The *Competent* teacher: Knows applicable laws, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities (*Standard 5: Learning Environment, Knowledge Indicator 5F*, p. 6).

The *Competent* teacher: Is familiar with the rights of students with disabilities (*Standard 11: Professional Conduct and Leadership, Knowledge Indicator 11F*, p. 10).

The *Competent* teacher: Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities (*Standard 11: Professional Conduct and Leadership, Performance Indicator 11R*, p. 10).

The *Competent* teacher: Complies with local, state, and federal regulations and policies related to students with disabilities (*Standard 11: Professional Conduct and Leadership, Performance Indicator 11S*, p. 10).

Teacher attitudes and self-assessment

The *Competent* teacher: Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families (*Standard 3: Diversity, Performance Indicator 3N*, p. 4).

The *Competent* teacher: Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities (*Standard 10: Reflection and Professional Growth, Knowledge Indicator 10D*, p. 9).

The *Competent* teacher: Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources (*Standard 10: Reflection and Professional Growth, Performance Indicator 10I*, p. 9).

The *Competent* teacher: Demonstrates commitment to developing the highest educational and quality-of-life potential of students with disabilities (*Standard 11: Professional Conduct and Leadership, Performance Indicator 11O*, p. 10).

Assessing students with disabilities

The *Competent* teacher: Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities (*Standard 8: Assessment, Knowledge Indicator 8F*, p. 8).

The *Competent* teacher: Knows methods for monitoring progress of individuals with disabilities (*Standard 8: Assessment, Knowledge Indicator 8G*, p. 8).

The *Competent* teacher: Uses assessment strategies and devices [that] are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students (*Standard 8: Assessment, Performance Indicator 8Q*, p. 8).

Teaching standards' approach to teachers' use of education technology

Education technology is addressed early in the IPTS. The preamble to the IPTS states: "The Illinois Professional Teaching Standards should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies" (p. 1).

Following the preamble are 14 references to education technology under 6 of the 11 teaching standards, and these references fall into multiple topics, as shown below.

Demonstrating competency with and interest in technology

The *Competent* teacher: Understands the uses of technology to address student needs (*Standard 4: Planning for Instruction, Knowledge Indicator 4H*, p. 5).

Assistive technology for students

The *Competent* teacher: Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities (*Standard 1: Content Knowledge, Performance Indicator 1M*, p. 3).¹²

¹² This reference also appears in the above section: Students with disabilities: Differentiated instruction.

Identifying technology and/or evaluating its instructional value

The *Competent* teacher: Understands how to review and evaluate educational technologies to determine instructional value (*Standard 4: Planning for Instruction, Knowledge Indicator 4F, p. 5*).

Effective integration into instruction

The *Competent* teacher: Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline (*Standard 1: Content Knowledge, Performance Indicator 1I, p. 3*).

The *Competent* teacher: Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs (*Standard 3: Diversity, Performance Indicator 3K, p. 4*).

The *Competent* teacher: Understands how to integrate technology into classroom instruction (*Standard 4: Planning for Instruction, Knowledge Indicators 4E, p. 5*).

The *Competent* teacher: Accesses and uses a wide range of information and instructional technologies to enhance student learning (*Standard 4: Planning for Instruction, Performance Indicator 4R, p. 5*).

The *Competent* teacher: Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities (*Standard 5: Learning Environment, Performance Indicator 5K, p. 6*).

The *Competent* teacher: Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (*Standard 6: Instructional Delivery, Knowledge Indicator 6C, p. 6*).

The *Competent* teacher: Uses technology appropriately to accomplish instructional objectives (*Standard 6: Instructional Delivery, Performance Indicator 6N, p. 7*).

The *Competent* teacher: Uses a wide range of technologies to enhance student learning (*Standard 6: Instructional Delivery, Performance Indicator 6K, p. 7*).

Conventions for accessing and managing information

The *Competent* teacher: Understands how to use various technological tools to access and manage information (*Standard 4: Planning for Instruction, Knowledge Indicator 4G, p. 5*).

Using technology to assess students

The *Competent* teacher: Uses appropriate technologies to monitor and assess student progress (*Standard 8: Assessment, Performance Indicator 8M, p. 8*).

The *Competent* teacher: Uses technology appropriately in conducting assessments and interpreting results (*Standard 8: Assessment, Performance Indicator 8P, p. 8*).

In addition, the IPTS companion document, *Technology Standards for All Illinois Teachers* (which follows the same format as the IPTS) has eight *Standards*, each followed by *Knowledge Indicators* and *Performance Indicators*. These teaching standards are:

1. Basic Computer/Technology Operations and Concepts,
2. Personal and Professional Use of Technology,

3. Application of Technology in Instruction,
4. Social, Ethical, and Human Issues,
5. Productivity Tools,
6. Telecommunications and Information Access,
7. Research, Problem Solving, and Product Development, and
8. Information Literacy Skills.

Teaching standards' approach to accountability and student learning standards

As is true for the other states in this review, student learning standards served as the catalyst for Illinois' teaching standards. The first paragraph of the preamble in the IPTS document states: "The Illinois Professional Teaching Standards should reflect the learning goals and academic standards [that] are established for Illinois students" (p. 1). The preamble further states that the teaching standards "should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies" (p. 1). According to the IPTS, competent teachers are expected to understand the student learning standards, relate those standards to the instructional plan, and use assessment to gauge students' mastery of the learning standards. More specifically, a few key indicators explicitly address the relationship between teaching and student achievement of learning standards.

Knowledge and understanding of standards

The *Competent teacher*: Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction (*Standard 4, Knowledge Indicator 4A*, p. 5).

Assessing students' progress on standards

The *Competent teacher*: Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development (*Standard 8, Knowledge Indicator 8A*, p. 8).

References

Illinois State Board of Education. (2002). *Illinois Professional Teaching Standards*. Retrieved August 2008, from <http://www.isbe.state.il.us/profprep/pdfs/ipts.pdf>

Illinois State Board of Education. (2002). *Language Arts Standards for all Illinois teachers [24.110]* (2nd ed.). Retrieved August 2008, from http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Illinois State Board of Education. (2002). *Technology Standards for all Illinois teachers [24.120]* (2nd ed.). Retrieved August 2008, from http://www.isbe.state.il.us/profprep/CASCDvr/pdfs/24120_coretechnology.pdf

NORTH CAROLINA

Title of teaching standards:

North Carolina Professional Teaching Standards

Page length: 4

Available at www.ncptsc.org/Final%20Document.pdf

Teaching standards

1. Teachers demonstrate leadership
2. Teachers establish a respectful environment for a diverse population of students
3. Teachers know the content they teach
4. Teachers facilitate learning for their students
5. Teachers reflect on their practice

In August 2006, the North Carolina State Board of Education adopted a new mission: “Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century” (p. 1). Subsequently, the State Board asked the North Carolina Teaching Standards Commission to align previous teaching standards (1997) with this new mission and related goals. The 16-member Commission was comprised of teachers, administrators, and higher education representatives.

Teaching standards’ target audience

The NCPTS apply to all teachers, beginning to experienced.

Structure of the teaching standards

The NCPTS are contained in a four-page booklet. The intent is that this booklet be placed in teachers’ lesson plan books to guide instruction.

The NCPTS booklet begins with an introduction laying out the teaching standards development process and “a new vision of teaching” (p. 1). There are five *Standards*, each subsequently broken into elements and bulleted indicators.

Teaching standards’ approach to addressing the needs of special populations

English learner (EL) students

The EL population is explicitly addressed in the NCPTS in the areas of recognizing or supporting diversity, differentiating instruction, and communicating with students and families, as shown below.

Recognizing or supporting diversity

Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly (*Standard IV*, [element 1], p. 3).¹³

¹³ This reference also appears in the above section: Recognizing or supporting diversity.

Differentiated instruction

Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly (*Standard IV*, [element 1], p. 3).

Communication with students and families

They [teachers] are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier (*Standard IV*, [element 7], p. 4).

Students with disabilities

The NCPTS lays out expectations for teaching students with disabilities by focusing on such topics as inclusion, differentiated instruction, and collaboration with IEP teams and other stakeholders.

Inclusion

Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met (*Standard II*, [element 4], p. 2).

Differentiated instruction

Teachers adapt their teaching for the benefit of students with special needs (*Standard II*, [element 4], p. 2).

Collaboration with IEP teams and other stakeholders

Teachers collaborate with the range of support specialists to help meet the special needs of all students (*Standard II*, [element 4], p. 2).

Teaching standards' approach to teachers' use of education technology

Education technology is first addressed in the introduction to the NCPTS, under the heading "A New Vision for Teaching," which describes revising core content "to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy" (p. 1). Education technology is also explicitly addressed in several areas of the NCPTS, as indicated below.

Effective integration into instruction

Teachers employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction (*Standard IV*, [element 3], p. 3).

Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate (*Standard IV*, [element 4], p. 4).

Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning (*Standard IV*, [element 4], p. 4).

Teaching standards' approach to accountability and student learning standards

The relationship between the NCPTS and the state's student learning standards, the *North Carolina Standard Course of Study*, is explicitly expressed in several elements of the NCPTS, as detailed below.

Knowledge and understanding of standards

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty areas (*Standard III*, [element 1], p. 3).

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study* (*Standard III*, [element 3], p. 3).

Using standards to plan instruction

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study* (*Standard IV*, [element 2], p. 3).

Delivering standards-based instruction

Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness (*Standard III*, [element 4], p. 3).

Reference

North Carolina Professional Teaching Standards Commission. (2007, June). *North Carolina Professional Teaching Standards*. Retrieved August 2008, from <http://www.ncptsc.org/Final%20Standards%20Document.pdf>

OHIO

Title of teaching standards:

Ohio Standards for the Teaching Profession

Page length: 31

Available at http://esb.ode.state.oh.us/Word/Oh_Standards_For_TchingProf_8_30_06.doc

Teaching standards

1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Content: Teachers know and understand the content area for which they have instructional responsibility.
3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Collaboration and Communication: Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.
7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

The Ohio Standards for the Teaching Profession were developed by the Ohio Educator Standards Board (OESB), which was established in 2004. According to a one-page separate preamble (http://esb.ode.state.oh.us/communications/Preamble1_Of_OH_Educator_Stnds_Docmnts.doc) to the teaching standards, the standards development involved collaboration between teams of practicing educators and stakeholder groups who “studied other efforts, models, and research from national and international sources. Careful attention was paid to the empirical basis for the thinking in each set of standards. In addition, special reviews by experts in the field were obtained” (OESB 2005, p. 1).

Specifically, the Ohio Standards for the Teaching Profession cite two mid-1990’s publications as influential: the Northwest Regional Educational Laboratory’s (1995) *Effective Schooling Practices: A Research Synthesis* and Charlotte Danielson’s 1996 publication, *Enhancing Professional Practice: A Framework for Teaching*.

The State Board of Education officially adopted the Ohio Standards for the Teaching Profession in October 2005.

Teaching standards’ target audience

The Ohio Standards for the Teaching Profession were designed to help guide teachers “as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers” (p. 1).

Structure of the teaching standards

The document articulating the Ohio Standards for the Teaching Profession begins with a brief introduction that describes their purpose and structure. Each standard is organized into four sections as follows:

- *Standard*: Broad category of teacher knowledge and skills.
- *Narrative*: Summary of “key understandings, assumptions and beliefs” related to the Standard.

- *Elements*: Specific statements that define a teacher’s necessary knowledge and skills.
- *Indicators*: Observable and measurable evidence of the Element in practice.

All indicators are organized in matrix form according to three professional levels, defined as:

- *Proficient* teachers, who “demonstrate knowledge of the skills and abilities needed for effective content-area instruction. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their classrooms and schools and respond appropriately” (p. 6).
- *Accomplished* teachers, who “effectively integrate the knowledge, skills and abilities needed for effective content-area instruction. They are fully skilled professionals who demonstrate purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses” (p. 6).
- *Distinguished* teachers, who “use their strong foundation of knowledge, skills and abilities to innovate and enhance their classrooms, buildings and districts. They are leaders who empower and influence others. They anticipate and monitor situations in their classrooms and schools and effectively reshape their environments accordingly. They respond to the needs of their colleagues and students immediately and effectively” (p. 6).

All Ohio teachers are expected to teach at the *Proficient* and the *Accomplished* levels during the course of their careers. The state’s teaching *Indicators* are cumulative, so teachers at the *Distinguished* level are those who have already demonstrated mastery of the skills and knowledge at the *Proficient* and *Accomplished* levels, though some teachers might be at one professional level with respect to one *Element* and at another level with respect to a different *Element*.

Teaching standards’ approach to addressing the needs of special populations

English learner (EL) students

The needs of EL students are explicitly addressed in several areas of the Ohio Standards for the Teaching Profession.

Recognizing or supporting diversity

Teachers model respect for students’ diverse cultures, language skills and experiences (*Standard 1, Element 1.4, p. 9*).

Teachers respect and value the native languages and dialects of their students, and use students’ current language skills to achieve content-area learning goals (*Standard 1, Element 1.4, Proficient Indicator d, p. 10*).

Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly (*Standard 4, Element 4.2, Proficient Indicator c, p. 19*).

Differentiated instruction

Teachers implement instructional strategies that support the learning of English as a second language and the use of Standard English in speaking and writing in the classroom (*Standard 1, Element 1.4, Accomplished Indicator f, p. 9*).

Teachers respect and value the native languages and dialects of their students, and use students’ current language skills to achieve content-area learning goals (*Standard 1, Element 1.4, Proficient Indicator d, p. 10*).¹⁴

¹⁴ This reference also appears in the above section: Recognizing or supporting diversity.

Students with disabilities

The teaching of students with disabilities is also addressed in multiple sections of the Ohio Standards for the Teaching Profession, as indicated below.

Identification

Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention (*Standard 1, Element 1.5, p. 10*).

Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices (*Standard 1, Element 1.5, Proficient Indicator a, p. 10*).

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 (*Standard 4, Element 4.5, p. 20*).

Collaboration with IEP teams and other stakeholders

Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students (*Standard 1, Element 1.5, Accomplished Indicator e, p. 10*).

Students' rights

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) (*Standard 1, Element 1.5, Proficient Indicator b, p. 10*).

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 1, Element 1.5, Distinguished Indicator g, p. 10*).

Teaching standards' approach to teachers' use of education technology

The Ohio Standards for the Teaching Profession direct teachers to promote students' use of technology and also integrate technology into their instruction, as specified below.

Effective integration into instruction

Teachers use resources effectively, including technology, to enhance student learning (*Standard 4, Element 4.7, p. 21*).

Teachers effectively support students in their use of technology (*Standard 4, Element 4.7, Proficient Indicator c, p. 21*).

Teachers effectively use technology that is appropriate to their disciplines (*Standard 4, Element 4.7, Proficient Indicator b, p. 21*).

Teachers develop students' abilities to access, evaluate and use technology (*Standard 4, Element 4.7, Accomplished Indicator e, p. 21*).

Collaboration/Communication

Teachers help their colleagues understand and integrate technology into instruction (*Standard 4, Element 4.7, Distinguished Indicator f, p. 21*).

Teaching standards' approach to accountability and learning standards

Multiple sections of Ohio Standards for the Teaching Profession explicitly address the state's learning standards for students.

Knowledge and understanding of standards

Teachers understand school and district curriculum priorities and the Ohio academic content standards (*Standard 2, Element 2.3*, p. 13).

Delivering standards-based instruction

Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio academic content standards (*Standard 2, Element 2.3, Proficient Indicator a*, p. 13).

Teachers extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards (*Standard 2, Element 2.3, Accomplished Indicator b*, p. 13).

References

- Ohio Educator Standards Board. (2005). *Preamble to the Ohio Educator Standards documents*. Retrieved October 2008, from http://esb.ode.state.oh.us/communications/Preamble1_Of_OH_Educator_Stnds_Docmnts.doc
- Ohio Educator Standards Board. (2006). *Ohio Standards for the Teaching Profession*. Retrieved August 2008, from http://esb.ode.state.oh.us/Word/Oh_Standards_For_TchingProf_8_30_06.doc

TEXAS

Title of teaching standards:

Approved New Educator Standards: Pedagogy and Professional Responsibility Standards (PPR [EC-12])

Page length: 16

Available at <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

Teaching standards

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

According to the Texas teaching standards website, “With the assistance from almost 2000 Texas educators, parents, and business and community representatives, the State Board for Educator Certification has created many new sets of standards for beginning educators in an entry-level position” (Texas State Board for Educator Certification 2008). As a whole, the Texas Approved New Educator Standards consist of 50 sets of teaching standards, most differentiated by grade span and content area (<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>). However, four subsets of the teaching standards refer to Pedagogy and Professional Responsibilities (PPR), and each of these subsets apply to teachers at one of the state’s four certification levels (EC-4,¹⁵ 4-8, 8-12, EC-12)¹⁶ and are roughly equivalent to the California Standards for the Teaching Profession.

Teaching standards’ target audience

As the name suggests, beginning teachers are the focus of the Texas Approved New Educator Standards, including the PPR standards embedded within them.

Structure of the teaching standards

The PPR standards document opens with an enumerated list of the four general teaching standards statements delineated at the beginning of the profile. Subsequent pages begin with one of the teaching standards as a heading, followed by two columns: 1) *Teacher Knowledge: What Teachers Know*, and 2) *Application: What Teachers Can Do*. Both columns include subheadings that represent the component parts comprising the teaching standard. The first column lists indicators of what “the beginning teacher knows and understands.” The second column lists indicators of what “the beginning teacher is able to [do].” Knowledge indicators are numbered and followed by “k,” and application indicators are numbered and followed by “s.” For example, the first knowledge indicator under Standard I is 1.1k.

¹⁵ PPR standards for early childhood through 6th grade are currently being developed, and the PPR (EC-4) will be phased out when the new standards for the extended grade span are adopted.

¹⁶ The Approved New Educator Standards also include a set of PPR standards for teachers of Trade and Industrial Education. The standards and indicators for this set of teaching standards are completely different from the PPR standards that are grade-level-specific and, as such, are not included in this review.

Teaching standards' approach to addressing the needs of special populations

For purposes of analyzing selected content, REL West reviewed the PPR (EC-12), which applies to all teachers, from early childhood education to 12th grade, and which is most akin to the CSTP in terms of content and purpose.

English learner (EL) students

The Texas PPR (EC-12) teaching standards explicitly addressed the key words associated with the EL population in this analysis in two areas, delineated below. However, it should be noted that Texas has separate standards for both Bilingual Education and English as a Second Language.

Differentiated instruction

The beginning teacher is able to: adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners (*Application 1.2s*, p. 2).

Knowledge of related theory and strategies

The beginning teacher knows and understands:¹⁷ appropriate strategies for instructing English language learners (*Teacher Knowledge 1.6k*, p. 2).

In addition, the TEA is currently embedding English language teaching standards into the PPR examination, as well as into the other grade- and subject-specific Approved New Educator Standards, which are revised on a rolling basis.

Students with disabilities

Several areas of the PPR (EC-12) standards specifically address students with disabilities.

Patterns or styles of learning

The beginning teacher knows and understands: physical accessibility as a potential issue in student learning (*Teacher Knowledge 2.22k*, p. 9).

Inclusion

The beginning teacher is able to: create a safe and inclusive classroom environment (*Application 2.19s*, p. 9).

Collaboration with IEP teams and other stakeholders

The beginning teacher knows and understands: the roles and responsibilities of specialists and other professionals at the building and district levels (such as, department chairperson, principal, board of trustees, curriculum coordinator, special education professional) (*Standard IV, Teacher Knowledge 4.5k*, p. 14).

Students' rights

The beginning teacher knows and understands: legal requirements for educators (such as, those related to special education, students and families' rights, student discipline, equity, child abuse) (*Standard IV, Teacher Knowledge 4.13k*, p. 16).

¹⁷ In the standards document itself, the phrases: "the beginning teacher knows and understands" and "the beginning teacher is able to" are not repeated after each indicator listed.

Teaching standards' approach to teachers' use of education technology

The Texas PPR (EC-12) teaching standards call upon teachers to address education technology in multiple ways.

Identifying technology and/or evaluating its instructional value

The beginning teacher is able to: select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively (*Standard III, Application 3.9s*, p. 11).

Effective integration into instruction

The beginning teacher is able to: use technological tools to promote learning and expand instructional options (*Standard I, Application 1.17s*, p. 4).

The beginning teacher knows and understands: how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning (*Standard I, Teacher Knowledge 1.22k*, p. 4).

The beginning teacher knows and understands: the importance of knowing when to integrate technology into instruction and assessment (*Standard I, Teacher Knowledge 1.17k*, p. 4).

The beginning teacher knows and understands: the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations (*Standard III, Teacher Knowledge 3.7k*, p. 11).

The beginning teacher is able to: select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively (*Standard III, Application 3.9s*, p. 11).¹⁸

Conventions for accessing and managing information

The beginning teacher knows and understands: routines and procedures for managing and using materials, supplies, and technology (*Standard II, Teacher Knowledge 2.10k*, p. 7).

The beginning teacher is able to: implement routines and procedures for the effective management of materials, supplies, and technology (*Standard II, Application 2.10s*, p. 7).

Using technology to assess students

The beginning teacher is able to: use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives (*Standard I, Application 1.24s*, p. 5).

The beginning teacher knows and understands: the role of technology in assessing student learning (*Standard I, Teacher Knowledge 1.28k*, p. 5).

In addition, the Approved New Educator Standards also include a set of teaching standards for Technology Applications that are intended to apply to all beginning teachers across grade spans (<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/techapp.pdf>). Technology considerations are also being incorporated into the other grade- and subject-specific Approved New Educator Standards as each is revised.

¹⁸ This reference also appears in the above section: Identifying technology and/or evaluating its instructional value.

Teaching standards' approach to accountability and student learning standards

In general, the PPR (EC-12) teaching standards address teachers' knowledge and mastery of student learning standards as they relate to instructional planning, design, and assessment.

Knowledge and understanding of standards

The beginning teacher knows and understands: the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS) (*Standard I, Teacher Knowledge 1.7k*, p. 3).

The beginning teacher knows and understands: the connection between the Texas statewide assessment program, the TEKS, and instruction (*Standard I, Teacher Knowledge 1.30k*, p. 5).

Using standards to plan instruction

The beginning teacher is able to: use the Texas Essential Knowledge and Skills (TEKS) to plan instruction (*Standard I, Application 1.6s*, p. 3).

The beginning teacher knows and understands: the importance of designing instruction that reflects the TEKS (*Standard I, Teacher Knowledge 1.19k*, p. 4).

The beginning teacher is able to: plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS (*Standard I, Application 1.19s*, p. 4).

References

Texas State Board for Educator Certification. (n.d.). *Approved New Educator Standards: Pedagogy and Professional Responsibility Standards (EC-Grade 12)*. Retrieved September 2008, from <http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

Texas State Board for Educator Certification. (2008, April 4). *Approved New Educator Standards* [web page]. Retrieved March 2009, from <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp?width=1024&height=768>

This project was carried out under Contract ED-06-CO-0014, from the U.S. Department of Education, Institute of Education Sciences, by the Regional Educational Laboratory West, administered by WestEd. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

CONTACT INFORMATION : REL West at WestEd • 730 Harrison Street • San Francisco, CA 94107 • 866-853-1831 • relwest@WestEd.org • WestEd.org

