

Use in Conjunction with Form A and C to Convert Standards- How Do I? Why Do I?**Instruction and Planning****Focus for Student Learning**Standard 4:

- Communicate clear learning goals and explicitly link learning activities to those defined goals?
- Align my instructional goals and activities with school and district priorities and the Ohio Academic Content Standards?

Assessment DataStandard 3:

- Select, develop and use a variety of diagnostic formative and summative assessments?
- Know about assessment types, their purpose and the data they generate?
- Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction?

Prior Content Knowledge, Sequence, and ConnectionsStandard 1:

- Display knowledge of how students learn and of the developmental characteristics of age groups?
- Recognize characteristics of gifted students, students with disabilities, and at risk students in order to plan appropriate instruction?

Standard 2:

- Know the content I teach and use my knowledge of content specific concepts, assumptions, and skills to plan instruction?
- Connect content to relevant life experiences and career opportunities?
- Understand school and district curriculum priorities and the Ohio Academic Standards?
- Understand the relationship of knowledge within the discipline to other content areas?

Standard 4:

- Use information about students to plan instruction that will close the achievement gap?
- Apply knowledge of how students think and learn to instructional design and delivery?

Knowledge of StudentsStandard 1:

- Understand what students know and are able to do and use this knowledge to meet the needs of all students?

Instruction and Assessment**Lesson Delivery**Standard 2:

- Understand and use content specific instructional strategies to effectively teach the central concepts and skills of the discipline?
- Create and select different activities that are designed to help students develop as independent learners and complex problem solvers?

Standard 6:

- Communicates clearly and effectively?

ResourcesStandard 2:Standard 4:

- Use resources effectively including technology, to enhance student learning?

Use in Conjunction with Form A and C to Convert Standards- How Do I? Why Do I?**Instruction and Assessment (cont.)****Differentiation**Standard 1:

- Recognize characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate identification, instruction, and intervention.

Standard 4:

- Differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students?

Classroom EnvironmentStandard 1:

- Model respect for students' diverse cultures, languages skills and experiences?

Standard 5:

- Treat all students fairly and establish an environment that is respectful, supportive and caring?
- Create an environment that is physically and emotionally safe?
- Motivate students to work productively and assume responsibility for their own work?
- Create learning situations in which students work independently, collaboratively and as a whole class?
- Maintain an environment that is conducive to learning for all students?

Standard 6:

- Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning?
- Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health?

Assessment of Student LearningStandard 3:

- Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction?
- Collaborate and communicate student progress with students, parents and colleagues?
- Involve learners in self assessment and goal setting to address gaps between performance and potential?

Professionalism**Professional Responsibilities**Standard 6:

- Collaborate effectively with other teachers, administrators and school and district staff?
- Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning?

Standard 7:

- Understand, uphold and follow professional ethics, policies and legal codes of professional conduct?
- Take responsibility for and engaging in continuous, purposeful and professional development?
- Become an agent of change that seeks opportunities to positively impact teaching quality and school improvements?