

## PROFESSIONAL TEACHER ASSESSMENT TOOL

### GENERAL STANDARDS FOR PROFESSIONAL GROWTH LEADING TO COMPETENCY

The candidate for Professional Teacher must demonstrate competent professional skills in classroom teaching. Listed below are the five standards and 51 indicators. Each indicator is worth one point. To meet the requirements for a positive recommendation a candidate for Professional Teacher certification must document a minimum total of 21 points through the observation and portfolio processes.

#### I. SUBJECT MATTER KNOWLEDGE

The competent teacher is knowledgeable in the subject or subject field. To meet this standard, the professional candidate must demonstrate two or more of the following indicators.

- A. Knowledgeable in the subject(s) taught.
- B. Presents current and accurate information.
- C. Presents subject matter suitable to the grade level.

#### II. COMMUNICATION/LANGUAGE SKILLS

The competent teacher communicates in clear, understandable and appropriate language. To meet this standard, the professional candidate must demonstrate four or more of the following indicators.

- A. Gives clear and concise explanations and directions.
- B. Exhibits movement, gestures and variations in voice and eye contact while teaching.
- C. Frames questions which encourage inquiry from students.
- D. Uses probing inquiry questions to help students understand concepts and relationships.
- E. Makes the goals of teaching and learning clear to students.
- F. Probes or uses responses which encourage students to elaborate upon their answers.
- G. Uses language appropriate to the age, developmental level, special needs and social/racial/linguistic background of the students.
- H. Uses clear and effective oral and written communication.
- I. Responds to the substance of a student's statement rather than the form.
- J. Acknowledges, modifies, applies, compares, or summarizes students' statements/inquiries.

#### III. CURRICULUM PLANNING, CLASSROOM INSTRUCTION

The competent teacher designs instruction to facilitate learning consistent with the needs and interests of students in a manner which maintains a sense of order and purpose in the classroom. To meet this standard, the professional candidate must demonstrate six or more of the following indicators.

- A. Plans instructional program around specific goals and objectives.
- B. Develops objectives in a logical instructional sequence.
- C. Plans for the use of instructional materials.
- D. Designs lessons to match the various ability levels of the students through the use of lesson content, questions and activities.
- E. Makes use of a wide variety of instructional materials to help motivate the reluctant learner.

- \_\_\_\_\_ F. Modifies the organization of space and materials to facilitate the learning process.
- \_\_\_\_\_ G. Uses a variety of instructional techniques appropriate to the needs of the students and the planned goals and objectives.
- \_\_\_\_\_ H. Uses various strategies such as large group, small group, individualized instruction and independent activities.
- \_\_\_\_\_ I. Uses information about students to adapt instruction to individual differences.
- \_\_\_\_\_ J. Incorporates previously taught concepts into new lessons so that there is an effective transfer of learning.
- \_\_\_\_\_ K. Provides an opportunity for students to practice new learning and get feedback.
- \_\_\_\_\_ L. Focuses instruction upon the recall of relevant concepts and principles.
- \_\_\_\_\_ M. Provides for a high level of student involvement through active participation.
- \_\_\_\_\_ N. Checks regularly for comprehension to be sure students understand the concepts being taught.

#### **IV. EVALUATION OF STUDENTS**

The competent teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the professional candidate must demonstrate three or more of the following indicators.

- \_\_\_\_\_ A. Uses evaluation procedures appropriate to the developmental level, special needs, social and linguistic background of students, and correct for any ethnic, racial, or sex bias in evaluation.
- \_\_\_\_\_ B. Interprets the results of evaluation procedures and uses these results to improve instruction for the class and individual students.
- \_\_\_\_\_ C. Identifies problems in reading which inhibit learning and works towards remedying the problems.
- \_\_\_\_\_ D. Encourages the involvement of students in evaluation of instruction.
- \_\_\_\_\_ E. Evaluates own role, behavior and performance in the classroom.
- \_\_\_\_\_ F. Uses a variety of evaluation procedures such as systematic observation, student portfolio review and exams.
- \_\_\_\_\_ G. Uses evaluation to determine when students have reached an acceptable level of mastery of concepts and ideas (have mastered an acceptable level of the program goals and objectives).
- \_\_\_\_\_ H. Uses evaluation to assess instructional and curriculum effectiveness.
- \_\_\_\_\_ I. Maintains accurate records for instructional, grading and conferencing purposes.

#### **V. PROFESSIONAL CHARACTERISTICS**

The competent teacher is equitable, sensitive, and reasonable to all students. To meet this standard, the professional candidate must demonstrate six or more of the following indicators.

- \_\_\_\_\_ A. Encourages and defends the exercise of student's rights to equal treatment and freedom of expression.
- \_\_\_\_\_ B. Develops and fosters a balance between individual rights and responsibilities.
- \_\_\_\_\_ C. Responds to the needs of individual students.
- \_\_\_\_\_ D. Seeks assistance from specialists to meet individual needs.
- \_\_\_\_\_ E. Works towards a learning environment which allows and encourages open inquiry.
- \_\_\_\_\_ F. Encourages a learning environment which is devoid of ridicule, avoids racial, sexual, social, ethnic, religious and physical stereotyping.
- \_\_\_\_\_ G. Sets a framework for classroom management so that students know what to expect.

- \_\_\_\_\_ H. Maintains a consistent, impartial and fair manner when dealing with students.
- \_\_\_\_\_ I. Makes allowances for biases and limitations in his/her background which may limit his/her responsiveness to students from other backgrounds.
- \_\_\_\_\_ J. Uses criticism sparingly and does not demonstrate hostility, ridicule or sarcasm.
- \_\_\_\_\_ K. Creates positive student-teacher rapport.
- \_\_\_\_\_ L. Exhibits a positive sense of humor.
- \_\_\_\_\_ M. Sets goals for professional improvement.
- \_\_\_\_\_ N. Reads articles, books and views videotapes related to professional or school improvement.
- \_\_\_\_\_ O. Participates in the life of the school through committee work, student advisory work, parent organizations, school board meetings, or other related activities.
- \_\_\_\_\_ P. Works to develop positive communication with parents.  
Evidence included written notes, progress reports - good and bad, and phone calls - good and bad.
  
- \_\_\_\_\_ Total Points