Section Two: Ohio Standards for the Teaching Profession

1 Teachers understand student learning and development and respect the diversity of the students they teach.
   • Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   • Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   • Teachers expect that all students will achieve to their full potential.
   • Teachers model respect for students’ diverse cultures, language skills and experiences.
   • Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

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

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   • Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   • Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   • Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   • Teachers collaborate and communicate student progress with students, parents and colleagues.
   • Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
   • Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
   • Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
   • Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
   • Teachers apply knowledge of how students think and learn to instructional design and delivery.
   • Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

5 Teachers create learning environments that promote high levels of learning and achievement for all students.
   • Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
   • Teachers create an environment that is physically and emotionally safe.
   • Teachers motivate students to work productively and assume responsibility for their own learning.
   • Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
   • Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
   • Teachers communicate clearly and effectively.
   • Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
   • Teachers collaborate effectively with other teachers, administrators and school and district staff.
   • Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
   • Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
   • Teachers take responsibility for engaging in continuous, purposeful professional development.
   • Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.