

Standards for Ohio Educators



Teachers

| Principals

| Professional Development



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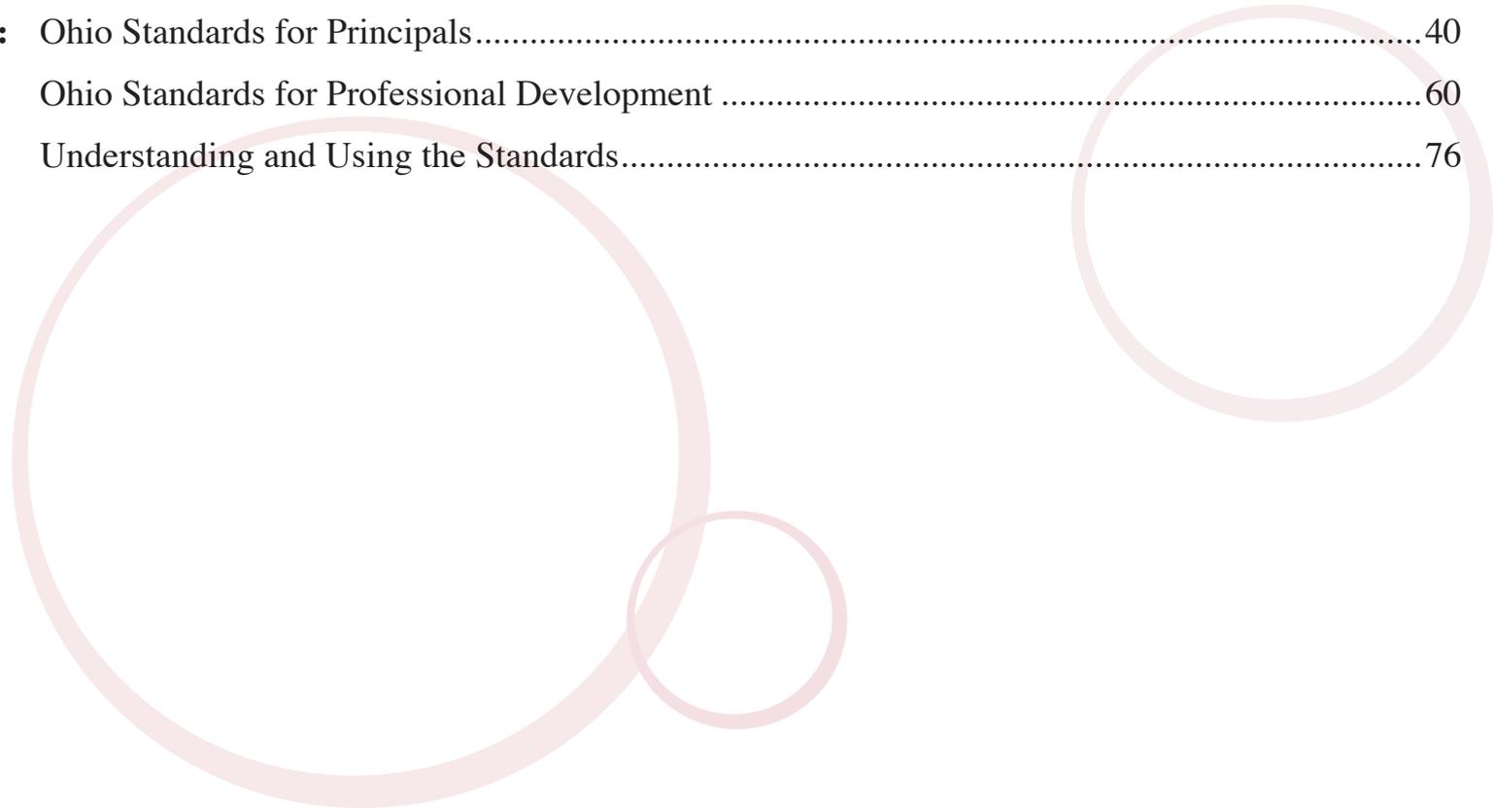
Susan Tave Zelman

Superintendent of Public Instruction
Ohio Department of Education

****At time the Educator Standards were approved, October 2005***

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Dear Educator,

Excellence can be achieved when we have high expectations for ourselves and our students.

In 2004, the Ohio General Assembly created an Educator Standards Board (ESB) through Senate Bill 2. The legislature charged the board with bringing standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers, and delineating criteria for high-quality professional development.

The next year, the State Board of Education adopted three new sets of standards developed by the ESB: the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development*. These standards focus the goals and objectives of educators as they seek to improve the profession. They also will serve as:

- A guide to professional development;
- A tool in developing coaching and mentoring programs; and
- Support to higher education in developing the content and requirements of preservice training and ongoing professional development of Ohio's educators.

Coupled with the Academic Content Standards for students, these benchmarks provide Ohio's educators with a powerful path to improve their practice and increase student achievement. The foundation is in place for continued development and refinement of standards at every level, including upcoming standards for superintendents.

Ohio students are competing globally in mathematics, science, engineering and technology with students in India, Japan and China. Leading professions in the 21st century will demand creative and critical thinking skills across all disciplines – our doctors, lawyers, teachers, architects and business leaders of tomorrow. And so we must ask ourselves: What will our teachers and principals need to know and be able to do to educate these students of tomorrow?

Standards for Ohio Educators contains a context for the development of the standards, and tools for educators to understand the content of the standards and ways in which the standards can play a meaningful part in their everyday practice.

The Standards for Ohio Educators also are available online at <http://esb.ode.state.oh.us/>.

Together, we can create the teachers and principals of tomorrow, who will make sure that every student in Ohio – regardless of race, ethnicity, income level, language background, disability status or gender – will have the knowledge and skills to graduate and be successful in college, careers and life in the 21st century.

Once we realize our own potential to teach and lead, our students will achieve excellence.

Sincerely,



Susan Tave Zelman
Superintendent of Public Instruction

Section One: Introduction

What Is Included in this Document?

This document includes Ohio’s standards for educators:

- the Ohio Standards for the Teaching Profession;
- the Ohio Standards for Principals;
- the Ohio Standards for Professional Development.

In addition to the standards, additional information and tools are provided to assist educators in understanding and using these standards.

Who Is the Audience for this Document?

This document is written for you – Ohio’s educators. One purpose for articulating clear, world-class standards is to assist educators in guiding their own professional learning. Along with this document, other companion guides and technical manuals will be released to assist Local Professional Development Committees (LPDCs), districts and schools with creating and implementing their professional development plans and programs. This document is intended to assist individual teachers and principals in self-assessing their performance, collaboratively discussing self-assessment results with peers or supervisors, and using these inputs to develop Individual Professional Development Plans.

Why Standards-Based Education?

The success of any organization depends on a set of clear, shared goals and standards. Schools are no exception. Setting high expectations and clearly stating the criteria needed for success is essential in creating a world-class educational system. Clearly and commonly defined goals for students, teachers and principals serve multiple purposes:

1. Standards make clear the shared expectations for success;
2. Standards delineate what matters in learning and teaching;
3. Standards show best practices in instruction and leadership;
4. Standards facilitate communication through common language;
5. Standards meet state and federal guidelines.

Standards help create quality schools with highly effective principals and teachers who guide instruction that meets the needs of all students.

In a standards-based system, learning, instruction, curriculum and assessment align. Students understand what they are expected to know and do; teachers focus instruction to help students meet these expectations; and principals support teachers with the resources and tools needed to effectively teach.

A Brief History of Ohio's Standards-Based System

The creation of standards for teachers, principals and professional development is a recent development in Ohio's movement toward a world-class, standards-based educational system. Over the last decade, Ohio has made important education policy advances, with a focus on standards and accountability, which together have moved Ohio's kindergarten through 12th grade system forward in several important ways.

Ohio's standards movement began with the creation of student standards. In 1997, the State Board of Education and the Ohio Board of Regents created a Joint Council that established common expectations for what all students should know and be able to do upon completion of high school. These common expectations in six content areas (the Arts, English Language Arts, Foreign Languages, Mathematics, Science and Social Studies) served as the foundations for Ohio's Academic Content Standards, mandated by Ohio Senate Bill 1 (2001), which also called for new assessments to match the standards.

Along with the development of these clearly defined expectations for students, the state recognized the importance of clearly defined expectations for teachers and school leaders. The Governor's Commission on Teaching Success, convened in 2001, was asked to develop recommendations to support the capacity of Ohio's teachers at consistently high levels. Essential to the Commission's recommendations in its report entitled *Achieving More: Quality Teaching, School Leadership, Student Success* was the proposal that the state create standards for teachers, principals and for professional development. According to the Commission, "The absence of standards that provide principles of professional practice for all teachers and school leaders must be addressed if we are serious about ensuring quality teaching in every Ohio classroom."

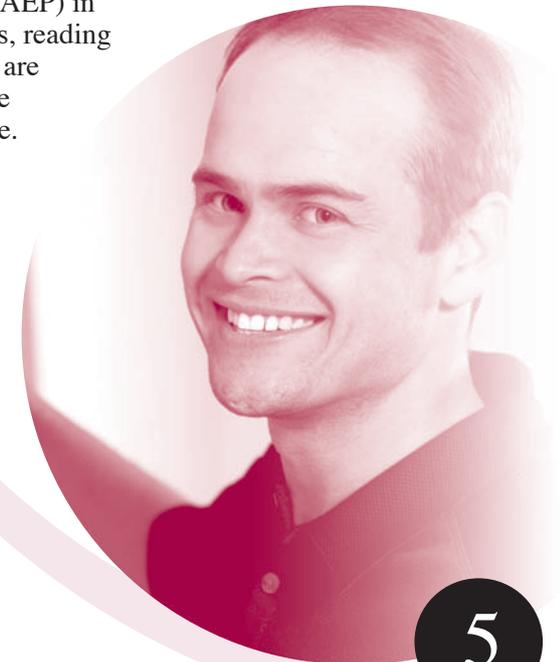
"Will clear expectations and more credible evaluation systems really make a difference? Educators in Ohio think so. Seventy-two percent of the teachers the Commission surveyed agreed that the quality of their teaching would improve if the standards used to evaluate their performance were more clearly defined."

Achieving More: Quality Teaching, School Leadership, Student Success

Ohio is serious about its commitment to quality schools. The report of the Governor's Commission on Teaching Success was followed by the passage of Senate Bill SB 2 in 2004, which mandated the creation of the Educator Standards Board (ESB). The Board was charged with the creation of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development. The standards will be followed by guidelines to assist schools in evaluating performance against the standards.

These reforms have already produced results. In almost every grade and subject area, Ohio students' average and absolute test scores have risen. Students who have been traditionally disadvantaged – Black, Hispanic and economically disadvantaged students – have made faster gains than the average Ohio student. Ohio's fourth- and eighth-grade students' scores on the National Assessment of Educational Progress (NAEP) in mathematics, reading and science are all above the U.S. average.

Ohio still has work to do, however, to create a truly world-class educational system, and the standards for teacher, principals and professional development will move Ohio closer to this goal.



Introduction

The Development Process of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development

In 2004, Gov. Bob Taft signed Senate Bill 2, which put into law many of the recommendations made by the Governor's Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention, and professional development. SB 2 mandated the creation of the Educator Standards Board (ESB) to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

In order to develop the mandated standards, the ESB solicited stakeholder organizations for nominations for writing team members – practicing teachers, principals and administrators and higher education representatives – who would draft the content and language of the standards. The ESB and standards writing teams met throughout the 2004-2005 academic year to draft the standards. Feedback from all Ohioans was sought and used to revise the draft standards. National reviewers were identified to review and provide feedback on the drafts. The revised standards were adopted by the State Board of Education in fall 2005.

Key Areas of Alignment among the Standards

The Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development were developed to support each other and to create an aligned system of expectations for Ohio's educators. The standards together represent what is known about the practices of highly effective teachers, principals and systems of professional development. As a result, common themes cross all three sets of standards. These shared ideas include an emphasis on the importance of:

- a focus on student achievement;
- data-based decision making (principals use data to lead the development of a vision and goals of the school; teachers use data to set their instructional plans and professional development goals);
- communication and collaboration;
- shared leadership;
- principals as instructional leaders;
- continuous professional development.

How Are the Standards Organized?

All three sets of standards are organized as follows:

- **Standard:** The Standard is the broad category of knowledge, skills or performance;
- **Narrative:** The Narrative more fully describes the content and rationale for each Standard;
- **Elements:** The Elements are the statements of what educators should know, think and do to be effective. In the case of the Ohio Standards for Professional Development, the Elements are the statements of the characteristics of effective professional development.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice. The Indicators are observable and measurable statements that serve as tools in discussions of educators' skills and knowledge or professional development's effectiveness.

This organization by Standard, Narrative, Element and Indicator is shown in the graphic below:

Standards:

Overarching goals and themes that provide a framework

Narrative Summaries:

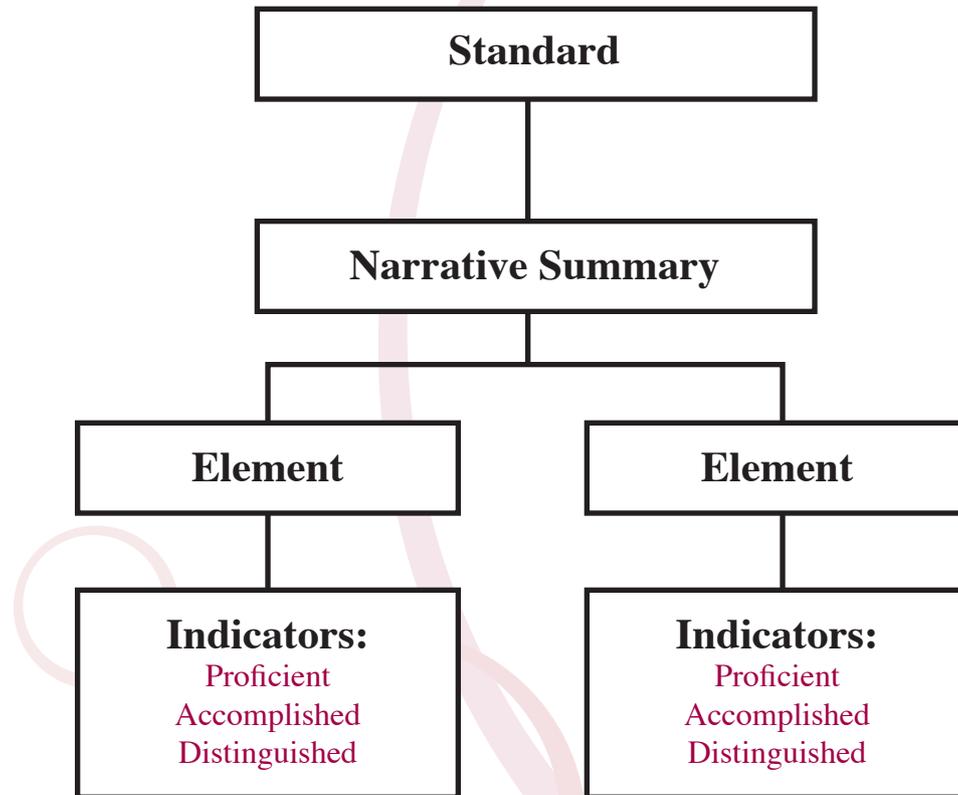
Statements that describe key understandings, assumptions and beliefs related to the standard

Elements:

Specific statements of knowledge, skills or performance

Indicators:

Observable and measurable statements that provide evidence of effectiveness in practice



Introduction

The Indicator Levels

In the Ohio Standards for the Teaching Profession and the Ohio Standards for Principals, the indicators are written to show performance at three levels: Proficient, Accomplished and Distinguished. These levels are based on research on the growth of educators throughout the span of their careers. The inclusion of these leveled indicators is intended to guide discussion about the practices of teachers and principals in order to recognize teachers' and principals' successes and meet their professional needs.

The indicators are cumulative. The Proficient level indicators describe the building blocks of knowledge and skills that allow educators and school leaders to advance in their expertise. Teachers and principals who reach the Accomplished level demonstrate mastery of the skills and knowledge at the Proficient level. Teachers and principals at the Distinguished level demonstrate mastery of the skills and knowledge at the Proficient and Accomplished levels. Therefore, to get a complete picture of the characteristics expected of a teacher or principal at the Distinguished level, readers will need to look at the indicators provided in the Proficient and Accomplished levels as well.

Mastery of each level does not necessarily correlate with time on the job; these indicators represent developmental skills and knowledge. Some teachers or principals might be at one level for one element and another level for another element. Teachers who move to a new grade or a new discipline might move to another level of proficiency. All teachers and principals are expected to perform at the Proficient and the Accomplished levels during the course of their careers. The three levels can be defined as:

Proficient Level

All Ohio teachers and principals are expected to meet the Proficient level.

At the Proficient level, teachers 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.

Accomplished Level

All Ohio teachers and principals are expected to reach the Accomplished level.

At the Accomplished level, teachers 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.

Distinguished Level

The Distinguished level represents the highest level of achievement for Ohio teachers and principals.

At the Distinguished level, teachers and principals 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.

What Do These Standards Mean for Me?

	Ohio Standards for the Teaching Profession	Ohio Standards for Principals	Ohio Standards for Professional Development
Teachers	These standards will guide teachers in self-assessing their knowledge and practices and considering their professional growth along a continuum of practice. This continuum of practice is also defined more fully in the career ladder developed by the Educator Standards Board.	The Ohio Standards for Principals articulate an expectation of shared leadership; teachers can reference these standards to consider opportunities for collaboration and team leadership. These standards also may serve as a resource for aspiring principals.	These standards will guide teachers in determining their professional development needs and developing their Individual Professional Development Plans.
Principals	Principals should use the Ohio teacher standards as they seek ways to develop, support and retain high-quality teachers. The standards create a common language for coaching and mentoring purposes.	These standards will guide Ohio principals in self-assessing their knowledge and practices and considering their professional growth along a continuum of practice.	These standards will guide principals in determining their professional development needs and developing their Individual Professional Development Plans.
Administrators	School and district administrators should use the Ohio teacher standards as they seek ways to develop, support and retain high-quality teachers. The standards create a common language for coaching and mentoring purposes.	School and district administrators will consider the Ohio Standards for Principals as they seek ways to develop, support and retain high-quality principals. The standards create a common language for coaching and mentoring purposes.	Schools and districts should use the professional development standards to design the school or district professional development program.
Higher Education	ODE and OBR will collaborate with colleges and universities to align teacher preparation programs with the educator standards.	Higher education institutions should consider the Ohio Standards for Principals as they develop programs for Ohio's future principals.	The professional development standards should be considered as higher education institutions plan course offerings that will be taken as continuing education courses for educators and administrators.
LPDCs	The standards will assist LPDCs in helping educators focus their plans for professional growth and create their Individual Professional Development Plans.	The standards will assist LPDCs in helping principals focus their plans for professional growth and create their Individual Professional Development Plans.	Standards-based criteria will be developed that LPDCs can follow in helping educators create their own plans and in evaluating their Individual Professional Development Plans once they are created.

Introduction

Uses of the Standards

The Ohio Standards for the Teaching Profession were created to guide teachers as they reflect upon and improve their effectiveness throughout their careers. It is anticipated that these standards will:

- assist higher education programs in developing the content and requirements of preservice preparation and development;
- focus the goals and objectives of districts and schools as they support educators;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

The Ohio Standards for Principals define the expectations for and traits of effective principals at all stages of their careers. These standards promote effective leadership practices and will support principals as they reflect upon and improve their effectiveness throughout their careers. These standards will:

- assist higher education programs in developing the content and requirements of leadership preparation programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

The Ohio Standards for Professional Development delineate the effective characteristics of quality professional development. They are written for multiple audiences including planners, providers, participants and evaluators of professional development. The standards present a view of effective professional development as an ongoing, systematic process that is linked to the daily practices of educators and based on data that shows the professional development needs of individuals and organizations.

Support for Using and Implementing the Standards

The development of the standards and the release of this document are just part of the process of implementation. Along with this document, companion guides and technical manuals for professional development will assist schools, districts and outside professional development providers in creating professional development plans and programs that reflect what is known about effective teaching, school leadership and professional learning.

The Ohio Professional Development Team is made up of practicing educators who represent the Ohio Staff Development Council, Ohio's LPDCs, the Ohio Department of Education and the Educator Standards Board. In work that is being facilitated by the National Staff Development Council (NSDC), this group is establishing a planning framework that includes guidelines and tools for districts creating professional development programs using a standards-based planning cycle. The LPDC Regional Support Site Team is developing new criteria for effective Individual Professional Development Plans, as mandated by SB 2. The criteria will be updated as LPDCs align their expectations with the new standards and phase in these new guidelines over time, allowing for the five-year cycle of renewal. These efforts together will support Ohio as it moves toward a standards-based educational system that will support Ohio's educators in meeting the learning and achievement goals of all of Ohio's students.

Future Steps in Ohio's Standards-Based System

Each of the sets of standards is intended to drive conversations about the practices of teaching, educational leadership and professional development. SB 2 mandated the development of evaluation guidelines aligned with the Standards; these will be developed in the near future.

The bill also directed the ESB and ODE to develop jointly a proposal for a career ladder program, defined as “a performance-based multilevel system of teaching positions or compensation levels within a school district or district building.” In doing so, the ESB and ODE sought to create a comprehensive teacher leadership conceptual framework that enhances roles and responsibilities; encourages increased knowledge, skills and performance; spreads a culture of career opportunities; and increases teacher productivity and fulfillment. This proposal for a career lattice program is firmly anchored

in the Ohio Standards for the Teaching Profession and the Ohio Standards for Principals, both of which emphasize the importance of teacher leadership and shared leadership structures, and the Ohio Standards for Professional Development, which describes a process in which teachers can progress throughout their careers.

The standards and the information at the end of this document can be used to facilitate important conversations about effective practices for Ohio's teachers and principals and to engage all Ohio educators in a process of professional development within a learning community that shares the same definition of effectiveness and the same goal of increased learning among all of Ohio's students.

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.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

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.

Introduction

The research is clear: what matters most is the quality of the teacher we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. With the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development, Ohio has continued on track toward an aligned, standards-based education system in which all students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Standards for the Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development in the profession.

In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

- assist higher education programs in developing the content and requirements of preservice training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide professional development;
- serve as a tool in developing coaching and mentoring programs.

These Standards are intended to drive conversations about the practice of teaching and are not intended to serve as an evaluation instrument.

The Connections between the Standards

Ohio's Standards for the Teaching Profession are interrelated and connect in teachers' practice. They are not intended to show isolated knowledge or skills and are not presented in order of importance.

Teachers' knowledge and skills in each standard area will impact their ability to perform effectively in other standard areas. For example, teachers' understanding of assessment will impact their ability to provide effective instruction based on students' needs. Their understanding of student diversity will impact their ability to create positive learning environments. Their ability to assess and reflect on their own effectiveness will impact the quality of their instruction. Each of these standards is important in effective teaching.



Ohio Standards for the Teaching Profession

In the Standards for the Teaching Profession, seven standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning

Standard 1:

Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Standard 2:

Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard 3:

Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard 4:

Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning

Standard 5:

Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

Standard 6:

Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7:

Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

References

This section includes references to the following publications, which informed the development of the Ohio Standards for the Teaching Profession:
Cotton, K., *Effective Schooling Practices: A Research Synthesis 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory [online], 1995.
Available at: <http://www.nwrel.org/scpd/esp/esp95.html>

Danielson, C., *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1996.

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

Narrative Summary

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect

instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. Teachers' sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements

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

Ohio Standards for the Teaching Profession

<i>Standard 1 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	<ul style="list-style-type: none"> a) Teachers demonstrate an understanding of research on human development, learning theory and the brain. b) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly. 	<ul style="list-style-type: none"> c) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development. 	<ul style="list-style-type: none"> d) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	<ul style="list-style-type: none"> a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction. 	<ul style="list-style-type: none"> b) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development. c) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences. 	<ul style="list-style-type: none"> d) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.
1.3 Teachers expect that all students will achieve to their full potential.	<ul style="list-style-type: none"> a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities. b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve. 	<ul style="list-style-type: none"> c) Teachers set specific and challenging expectations for each individual student and each learning activity. d) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> e) Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.

<i>Standard 1 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
<p>1.4 Teachers model respect for students' diverse cultures, language skills and experiences.</p>	<ul style="list-style-type: none"> a) Teachers display knowledge of the interests or cultural heritage of groups of students and recognize the value of this knowledge (Danielson, 1996). b) Teachers set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms. c) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual. d) Teachers respect and value the native languages and dialects of their students and use students' current language skills to achieve content-area learning goals. 	<ul style="list-style-type: none"> e) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. f) 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. g) Teachers foster a learning community in which individual differences and perspectives are respected. 	<ul style="list-style-type: none"> h) Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.

Ohio Standards for the Teaching Profession

<i>Standard 1 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	<ul style="list-style-type: none"> a) Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices. b) 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). c) Teachers refer students for screening and assessment when appropriate. d) Teachers seek and use support from specialists and other sources of expertise to enhance student learning. 	<ul style="list-style-type: none"> e) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students. f) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. 	<ul style="list-style-type: none"> g) Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources.

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach and recognize that the content is not static, but complex and evolving. Effective teachers demonstrate a deep and reflective understanding of content-specific practices, processes and vocabulary. They connect the

content and skills of their disciplines to the Ohio academic content standards and are committed to staying abreast of current research and development within their disciplines. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, real life experiences and career opportunities.

Elements

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

Ohio Standards for the Teaching Profession

<i>Standard 2 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	<ul style="list-style-type: none"> a) Teachers identify the relevant research, principles, theories and debates significant to the content they teach. b) Teachers use their knowledge and understanding of content-area concepts, assumptions and skills in their planning and instruction. c) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning. 	<ul style="list-style-type: none"> d) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning. e) Teachers seek out opportunities to enhance and extend their content knowledge. f) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts. 	<ul style="list-style-type: none"> g) Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.
2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	<ul style="list-style-type: none"> a) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning. 	<ul style="list-style-type: none"> b) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area. c) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning. d) Teachers incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings. 	<ul style="list-style-type: none"> e) Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

<i>Standard 2 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.	a) Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio academic content standards.	b) Teachers extend and enrich curriculum by integrating school and district curriculum priorities with Ohio’s academic content standards and national content standards.	c) Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum.
2.4 Teachers understand the relationship of knowledge within the content area to other content areas.	a) Teachers make relevant content connections between disciplines.	b) Teachers prepare opportunities for students to apply learning from different content areas to solve problems. c) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.	d) Teachers design projects that require students to integrate knowledge and skills across several content areas (Cotton, 1999). e) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.
2.5 Teachers connect content to relevant life experiences and career opportunities.	a) Teachers facilitate learning experiences that connect to real-life situations and careers.	b) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning.	c) Teachers design innovative learning activities that replicate real life and workplace activities. d) Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences.

Ohio Standards for the Teaching Profession

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent and recursive. Effective teachers are assessment-literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills in probability and statistics to use a variety of assessment data to plan effectively

for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements

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

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	<ul style="list-style-type: none"> a) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning. b) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments. 	<ul style="list-style-type: none"> c) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle. d) Teachers demonstrate an understanding of assessment-related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them. 	<ul style="list-style-type: none"> e) Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.
3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	<ul style="list-style-type: none"> a) Teachers align classroom assessments with curriculum and instruction (Cotton, 1999). b) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills. 	<ul style="list-style-type: none"> c) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles. d) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities. 	<ul style="list-style-type: none"> e) Teachers work with other educators to design and revise assessment policies and procedures as appropriate. f) Teachers enhance other educators' knowledge of best practices in assessment.

Ohio Standards for the Teaching Profession

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	<ul style="list-style-type: none"> a) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction. b) Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. c) Teachers maintain accurate and complete assessment records as needed for data-based decision making. 	<ul style="list-style-type: none"> d) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. e) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles. f) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> g) Teachers promote the use of student data to inform curriculum design. h) Teachers promote the use of student data to implement targeted strategies for instruction.
3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.	<ul style="list-style-type: none"> a) Teachers define assessment criteria and standards and relate these to students. b) Teachers provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality. 	<ul style="list-style-type: none"> c) Teachers use a variety of means to communicate student learning and achievement. d) Teachers design and share resources with parents to facilitate their understanding of their child's learning and progress. 	<ul style="list-style-type: none"> e) Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	<ul style="list-style-type: none"> a) Teachers model the use of self-assessment and goal-setting. b) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained. 	<ul style="list-style-type: none"> c) Teachers prepare student self-assessment tools and strategies, regularly monitor their use and encourage student goal-setting. d) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them. 	<ul style="list-style-type: none"> e) Teachers create a learning environment in which students develop their own self-improvement plans and measure their own progress. f) Teachers improve colleagues' abilities to facilitate student self-assessment and goal-setting.

Ohio Standards for the Teaching Profession

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based

instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate and integrate learning tools, including technology, to make content comprehensible to students.

Elements

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

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	<ul style="list-style-type: none"> a) Teachers follow district curriculum priorities. b) Teachers select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards. 	<ul style="list-style-type: none"> c) Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards. 	<ul style="list-style-type: none"> d) Teachers actively participate in the development and implementation of district initiatives focused on improving student performance and closing the achievement gap. e) Teachers assume leadership roles to define and revise district, region and state curriculum priorities.
4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	<ul style="list-style-type: none"> a) Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities. b) Teachers adjust instruction based on student learning. c) Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly. 	<ul style="list-style-type: none"> d) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. e) Teachers make curriculum and instructional decisions that respond to the immediate teaching context and student needs. 	<ul style="list-style-type: none"> f) Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.

Ohio Standards for the Teaching Profession

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	<ul style="list-style-type: none"> a) Teachers clearly communicate learning goals to students. b) Teachers communicate to students the link between learning activities and goals. 	<ul style="list-style-type: none"> c) Teachers establish and communicate challenging individual learning goals based on the needs of each student. d) Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals. 	<ul style="list-style-type: none"> e) Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.
4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.	<ul style="list-style-type: none"> a) Teachers understand the cognitive processes associated with learning, and demonstrate through instruction that they know how to stimulate these processes. b) Teachers use research-based instructional strategies. c) Teachers implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline. 	<ul style="list-style-type: none"> d) Teachers articulate a logical and appropriate rationale for the sequence of learning activities. e) Teachers link the content of each learning activity to the content of previous and future learning experiences. f) Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs. 	<ul style="list-style-type: none"> g) Teachers evaluate instructional processes in order to ensure a systematic, purposeful, research-supported process for teaching new knowledge or skills.

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.	<ul style="list-style-type: none"> a) Teachers gather and use student data to choose appropriate instructional strategies for groups of students. b) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students. c) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students. 	<ul style="list-style-type: none"> d) Teachers differentiate instruction to meet individual student’s learning needs. e) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students. f) Teachers provide varied options for how students will demonstrate mastery. 	<ul style="list-style-type: none"> g) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals. h) Teachers create professional development opportunities for colleagues to study research-based methodologies and design materials that support students’ individual learning needs.
4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	<ul style="list-style-type: none"> a) Teachers choose learning activities that support the development of students’ cognitive abilities. b) Teachers employ effective, purposeful questioning techniques during instruction. 	<ul style="list-style-type: none"> c) Teachers provide complex, creative, open-ended learning opportunities for students. d) Teachers encourage students’ critical thinking by asking challenging questions about disciplinary content. 	<ul style="list-style-type: none"> e) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning.

Ohio Standards for the Teaching Profession

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.7 Teachers use resources effectively, including technology, to enhance student learning.	<ul style="list-style-type: none"> a) Teachers use materials and resources that support their instructional goals and meet students' needs. b) Teachers effectively use technology that is appropriate to their disciplines. c) Teachers effectively support students in their use of technology. 	<ul style="list-style-type: none"> d) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs. e) Teachers develop students' abilities to access, evaluate and use technology. 	<ul style="list-style-type: none"> f) Teachers help their colleagues understand and integrate technology into instruction. g) Teachers create and select instructional materials from varied sources to engage students and meet their learning needs.

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Narrative Summary

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content-rich and reflective learning environment for students.

Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued and enjoy a sense of belonging.

Elements

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

Ohio Standards for the Teaching Profession

<i>Standard 5 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	<ul style="list-style-type: none"> a) Teachers demonstrate caring and respect in their interactions with all students. b) Teachers develop and teach expectations for respectful interactions among students. c) Teachers use strategies to promote positive relationships, cooperation and collaboration among students. 	<ul style="list-style-type: none"> d) Teachers create classrooms in which students demonstrate caring and respect for one another. e) Teachers seek out and are receptive to the thoughts and opinions of all students. 	<ul style="list-style-type: none"> f) Teachers model expectations and behaviors that create a positive school and district climate of openness, respect and caring.
5.2 Teachers create an environment that is physically and emotionally safe.	<ul style="list-style-type: none"> a) Teachers clarify standards of conduct for all students. b) Teachers use a variety of effective classroom management techniques. c) Teachers provide a safe learning environment that accommodates all students. 	<ul style="list-style-type: none"> d) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students. e) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work. 	<ul style="list-style-type: none"> f) Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.	<ul style="list-style-type: none"> a) Teachers foster student enthusiasm for and curiosity about the discipline. b) Teachers establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999). 	<ul style="list-style-type: none"> c) Teachers encourage self-directed learning by teaching students to outline tasks and timelines (Cotton, 1999). d) Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. 	<ul style="list-style-type: none"> e) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.

<i>Standard 5 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	<ul style="list-style-type: none"> a) Teachers use flexible learning situations, such as independent, small group and whole class. b) Teachers develop guidelines for and model cooperative learning. c) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills. 	<ul style="list-style-type: none"> d) Teachers employ cooperative learning activities. e) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning. 	<ul style="list-style-type: none"> f) Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity. g) Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms.
5.5 Teachers maintain an environment that is conducive to learning for all students.	<ul style="list-style-type: none"> a) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive (Cotton, 1999). b) Teachers transition between learning activities and use instructional time effectively. c) Teachers convert physical space to facilitate instruction. 	<ul style="list-style-type: none"> d) Teachers conduct periodic reviews of classroom routines and revise them as needed (Cotton, 1999). 	<ul style="list-style-type: none"> e) Teachers influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).

Ohio Standards for the Teaching Profession

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Narrative Summary

Teachers understand the role of communication in their profession and use it to foster active inquiry, and collaborative and supportive interaction in and out of the classroom. They value families as an integral component of teaching and learning. Teachers acknowledge what families have to offer and provide opportunities for them to contribute to the learning community. Teachers demonstrate respect for confidentiality with students and their families and create relationships built on trust.

Teachers collaborate with their colleagues within the school learning community and in the larger community to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Elements

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

<i>Standard 6 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
6.1 Teachers communicate clearly and effectively.	a) Teachers exemplify clear and effective communication by using clear and correct spoken and written language.	b) Teachers use effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), ask questions and stimulate discussion.	c) Teachers model effective verbal, nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and styles.
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	<p>a) Teachers use a variety of strategies to communicate with parents and caregivers about student learning.</p> <p>b) Teachers maintain appropriate confidentiality in all communications with parents and caregivers.</p> <p>c) Teachers welcome communication from parents and reply in a timely manner.</p>	<p>d) Teachers form partnerships with parents and caregivers to support student learning and development.</p> <p>e) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning.</p> <p>f) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home.</p>	g) Teachers create classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement.

Ohio Standards for the Teaching Profession

<i>Standard 6 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.	<ul style="list-style-type: none"> a) Teachers establish productive relationships with members of the school community and consult with and learn from others. b) Teachers consult with and learn from colleagues in planning and implementing their own instruction. 	<ul style="list-style-type: none"> c) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. d) Teachers use effective collaboration skills in their work with others within the school community. 	<ul style="list-style-type: none"> e) Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement.
6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	<ul style="list-style-type: none"> a) Teachers, as part of an instructional team, identify when and how to access appropriate services to meet exceptional learning needs and implement referrals appropriately. b) Teachers involve community members in classroom activities, as appropriate. 	<ul style="list-style-type: none"> c) Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement. d) Teachers use various medical and social service providers in the community to support students' mental health and well-being. 	<ul style="list-style-type: none"> e) Teachers build and sustain partnerships with the local community and community agencies in response to identified needs of students. f) Teachers serve as advocates for the local school system and communicate the value of their work within the community.

Standard 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.

Narrative Summary

Teachers are professionals who must recognize that they are in a unique and powerful position to influence the future of their students. It is imperative that teachers practice the highest standards of integrity, honesty and fairness. Effective teachers grow and learn, contribute to the profession and engage in continuous professional development.

Effective teachers are leaders within the school community and engage in a variety of leadership roles. They ensure student achievement and well-being by participating in decision-making, initiating innovations for school change and fostering ongoing collaboration with colleagues. Teachers serve as change agents in the learning community by thinking and acting critically and addressing concerns related to inequities among students.

Elements

- 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for the Teaching Profession

<i>Standard 7 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	<ul style="list-style-type: none"> a) Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity. b) Teachers separate their personal beliefs from their professional interactions with students and families. c) Teachers understand and follow district policies and state and federal regulations. 	<ul style="list-style-type: none"> d) Teachers help their colleagues access and interpret laws and policies and understand their implications in the classroom. 	<ul style="list-style-type: none"> e) Teachers help shape policy at the local or state level.
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	<ul style="list-style-type: none"> a) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction. b) Teachers know and use Ohio Standards for Professional Development. c) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves. 	<ul style="list-style-type: none"> d) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders. e) Teachers analyze their content knowledge and instructional strengths and weaknesses and present and implement targeted ideas for professional growth. 	<ul style="list-style-type: none"> f) Teachers create and deliver professional development opportunities for others. g) Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	<ul style="list-style-type: none"> a) Teachers participate in team or departmental decision making. 	<ul style="list-style-type: none"> b) Teachers are actively involved in professional and community organizations that advance teaching and learning. 	<ul style="list-style-type: none"> c) Teachers take leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. d) Teachers facilitate the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school and district.



Section Three: Ohio Standards for Principals

1 Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

2 Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

3 Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

5 Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Introduction

Ohio is in the midst of creating an aligned, standards-based education system in which all of Ohio's students achieve at the highest levels. Ohio has already adopted academic content standards for students. Now, Ohio is in the process of adopting standards for education professionals through the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development.

The Ohio Standards for Principals play an essential role in Ohio's standards-based system. Ohio's educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio will not realize its educational goals. Effective principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Principals, Ohio has clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio's principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

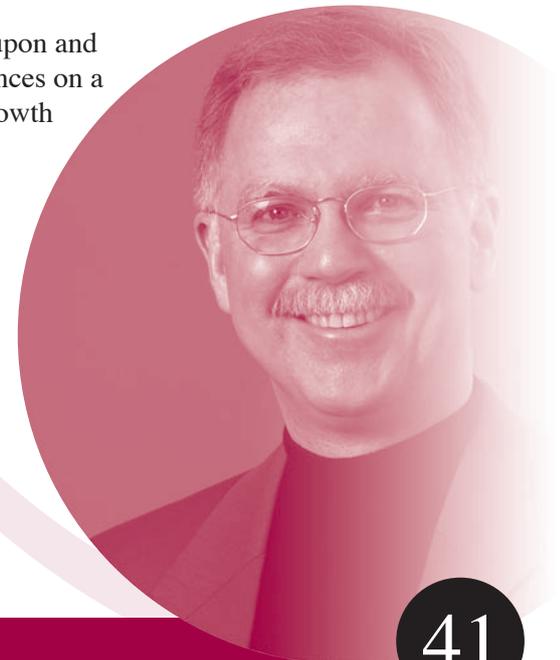
Intended Purposes of the Standards

The Ohio Standards for Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:

- assist higher education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

These standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.



Ohio Standards for Principals

In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

<i>Goals and Achievement</i>	<i>Conditions</i>	<i>Collaboration and Communication</i>
Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.	Standard 3: School Operations, Resources and Learning Environment Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.	Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.		Standard 5: Parents and Community Engagement Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Narrative Summary

Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, principals

must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

Elements

- 1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- 1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- 1.3 Principals lead the change process for continuous improvement.
- 1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Ohio Standards for Principals

<i>Standard 1 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.	<ul style="list-style-type: none"> a) Principals identify and include stakeholders in the process of developing a shared vision. b) Principals articulate a vision focused on high levels of learning for all students. c) Principals implement a process for the development of a shared vision. d) Principals remain focused on the vision through difficulties, setbacks and failures. 	<ul style="list-style-type: none"> e) Principals collaboratively develop and communicate a shared vision using multiple approaches. f) Principals monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly. g) Principals collaboratively keep the vision at the forefront of all stakeholders. h) Principals challenge existing structures based on data to align them with the shared vision. 	<ul style="list-style-type: none"> i) Principals design a collaborative, systematic approach to collect and analyze data about the school's progress toward the vision.
1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	<ul style="list-style-type: none"> a) Principals identify goal areas that promote high levels of achievement for all students and staff. b) Principals continually focus attention on established goals. c) Principals continually communicate the expectation of high learning and achievement for all students. d) Principals use their knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth through the standards. 	<ul style="list-style-type: none"> e) Principals collaboratively develop and set measurable schoolwide goals. f) Principals monitor progress, through the use of data, toward established goals. g) Principals collaboratively establish and reinforce individual staff contributions toward the attainment of the school-wide goals. h) Principals keep goals at the forefront of educators' attention. 	<ul style="list-style-type: none"> i) Principals design a systematic approach to collect and analyze data about the school's progress toward attaining established goals.

<i>Standard 1 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
1.3 Principals lead the change process for continuous improvement.	<ul style="list-style-type: none"> a) Principals articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement. b) Principals identify changes needed to improve student learning. c) Principals engage stakeholders in the change process through effective communication. 	<ul style="list-style-type: none"> d) Principals facilitate a diverse group of stakeholders to implement changes needed to improve student learning. e) Principals model and provide resources to support staff in thinking systematically about the change process. f) Principals systematically articulate new and better ways of doing things. 	<ul style="list-style-type: none"> g) Principals design and develop ongoing cycles of data collection, analysis, professional development, implementation and reflection to monitor and promote change for continuous improvement. h) Principals adapt their leadership style to the needs of specific situations. i) Principals develop and maintain systematic structures for ongoing communication as part of the continuous improvement process.
1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.	<ul style="list-style-type: none"> a) Principals respond to building, district, community and societal changes and issues that affect the instructional needs of students. 	<ul style="list-style-type: none"> b) Principals work with stakeholders to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students. c) Principals can identify and utilize informal groups and relationships among school staff that may affect the school environment. 	<ul style="list-style-type: none"> d) Principals anticipate and interpret changes in the environment and adapt their short- and long-term goals accordingly. e) Principals influence and participate in setting local, state and/or national policy to support continuous improvement.

Ohio Standards for Principals

Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Narrative Summary

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices.

Principals initiate and engage in ongoing, high-quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Elements

- 2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- 2.2 Principals ensure instructional practices are effective and meet the needs of all students.
- 2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- 2.4 Principals know, understand and share relevant research.
- 2.5 Principals understand, encourage and facilitate the effective use of data by staff.
- 2.6 Principals support staff in planning and implementing research-based professional development.

<i>Standard 2 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	<ul style="list-style-type: none"> a) Principals provide teachers with a basic understanding of the academic content standards. b) Principals monitor the use of resources aligned to the academic content standards. c) Principals ensure that curriculum, instruction and assessments are aligned with academic content standards. d) Principals monitor implementation of academic content standards in curriculum and instruction. 	<ul style="list-style-type: none"> e) Principals organize the articulation of academic standards across and between classrooms, grade levels, groups and content areas. f) Principals lead staff in the analysis and revision of standards, curriculum and instructional alignment. 	<ul style="list-style-type: none"> g) Principals design and develop aligned systems of curriculum, instruction and assessment at the building and district level.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	<ul style="list-style-type: none"> a) Principals monitor the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. b) Principals make systematic and frequent classroom visits and provide feedback on classroom instruction. 	<ul style="list-style-type: none"> c) Principals guide staff in the implementation of research-based instructional practices. d) Principals set aside time for attention to critical instructional issues during the school day. e) Principals promote the use of additional instructional time outside of the school day as needed. f) Principals empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues. 	<ul style="list-style-type: none"> g) Principals analyze and recommend instructional practices that result in improved student performance system-wide. h) Principals lead stakeholders in the process of selecting and adopting school and district improvement initiatives.

Ohio Standards for Principals

<i>Standard 2 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	<ul style="list-style-type: none"> a) Principals monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies. b) Principals use disaggregated achievement data to determine the performance and needs of particular students and groups. c) Principals regularly examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education. d) Principals understand effective acceleration processes, and work with teachers to establish structures that meet student needs and support state and local policies. 	<ul style="list-style-type: none"> e) Principals foster systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students. f) Principals are directly involved in instructional issues for all students, including students identified as gifted, students with disabilities and at-risk students. 	<ul style="list-style-type: none"> g) Principals are actively engaged in major instructional initiatives throughout the district and beyond to ensure all students, including students identified as gifted, students with disabilities and at-risk students have access to resources and advanced learning opportunities.
2.4 Principals know, understand and share relevant research.	<ul style="list-style-type: none"> a) Principals keep informed about current research and theory on effective schooling. b) Principals share current research and theory on effective curriculum design and instructional strategies. c) Principals serve as a model for effective teaching. 	<ul style="list-style-type: none"> d) Principals engage staff in identifying and discussing research and theory that support the academic needs of students. 	<ul style="list-style-type: none"> e) Principals methodically study research in response to an identified school improvement need. f) Principals evaluate the applicability of specific instructional reforms, using strategies such as action research or pilot studies.

<i>Standard 2 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	<ul style="list-style-type: none"> a) Principals model the use of data to inform and make decisions. b) Principals communicate data about student progress to the school community. c) Principals monitor staff knowledge and use of data and the impact of this knowledge on student achievement. 	<ul style="list-style-type: none"> d) Principals collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students. e) Principals provide ongoing learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. f) Principals facilitate teachers' use of assessment data to continually design and adapt instruction based on student needs. 	<ul style="list-style-type: none"> g) Principals generate tools to systematically collect and synthesize multiple sources of data. h) Principals set expectations and encourage teachers to synthesize multiple sources of data in decision making.
2.6 Principals support staff in planning and implementing research-based professional development.	<ul style="list-style-type: none"> a) Principals participate in extensive professional development to increase their knowledge and skills. b) Principals facilitate professional development opportunities that support classroom instruction. c) Principals use staff and student data to identify professional development needs. d) Principals provide ongoing opportunities for teachers to reflect on their practice. 	<ul style="list-style-type: none"> e) Principals collaborate with staff to research and design professional development initiatives. f) Principals ask questions that facilitate the examination of instructional practice. g) Principals use data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning. 	<ul style="list-style-type: none"> h) Principals create learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement. i) Principals collaboratively assess the impact of professional development on multiple levels including participant satisfaction and knowledge, organizational impact and changes in student achievement.

Ohio Standards for Principals

Standard 3: School Operations, Resources and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Narrative Summary

Schools that achieve high levels of student performance provide a safe, orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They

promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

Elements

- 3.1 Principals establish and maintain a safe school environment.
- 3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- 3.3 Principals allocate resources, including technology, to support student and staff learning.
- 3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- 3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
3.1 Principals establish and maintain a safe and secure school environment.	<ul style="list-style-type: none"> a) Principals communicate and reinforce high behavioral standards to staff, students and parents. b) Principals ensure that behavioral policies and procedures are consistently applied from day to day and student to student. c) Principals implement routines that ensure safety for all. d) Principals utilize building and district procedures for crisis management. 	<ul style="list-style-type: none"> e) Principals examine and modify routines, as needed, to ensure safety for all. f) Principals promote and implement a school-wide system for behavioral support and intervention. 	<ul style="list-style-type: none"> g) Principals, working with stakeholders, lead the design and development and evaluation of a comprehensive safety and security plan.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.	<ul style="list-style-type: none"> a) Principals are accessible to students, staff and parents. b) Principals assess how well the physical, social and cultural environment supports student needs. c) Principals identify available resources to address the physical and mental health needs of the students and staff. d) Principals treat all students, parents and community members with respect. 	<ul style="list-style-type: none"> e) Principals promote the effective use of identified resources and strategies to address the physical and mental health needs of students and staff. f) Principals modify the school's physical and cultural environment to support student learning. g) Principals ensure that staff treats all students, parents and community members with respect. 	<ul style="list-style-type: none"> h) Principals develop partnerships with staff, students, parents and community providers to address the academic, physical and mental health needs of students and staff.

Ohio Standards for Principals

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
3.3 Principals allocate resources, including technology, to support student and staff learning.	<ul style="list-style-type: none"> a) Principals manage the budget to support student and staff learning. b) Principals identify and equitably allocate resources to support student and staff learning. c) Principals use technology effectively to manage school operations. 	<ul style="list-style-type: none"> d) Principals develop a budget aligned to student and staff needs. e) Principals procure additional financial resources for the school to support student and staff learning. f) Principals organize daily schedules and yearly calendars that create opportunities for teachers to work, plan and re-examine assumptions around instructional issues. g) Principals assess the use of technology in the context of school operations. 	<ul style="list-style-type: none"> h) Principals engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance. i) Principals lead and develop the use of technology to manage school operations that result in improved student performance.
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	<ul style="list-style-type: none"> a) Principals supervise and evaluate all staff. b) Principals establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning. c) Principals routinely give both formal and informal recognition to staff and students for achievement, improvement and effort. 	<ul style="list-style-type: none"> d) Principals actively support the recruitment and selection of staff members who can ensure that the vision of the school is realized. e) Principals retain productive staff, and implement incentives that ensure continued motivation. 	<ul style="list-style-type: none"> f) Principals design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning. g) Principals analyze, select and communicate institutional policies, procedures and practices that result in improved student performance. h) Principals influence policies and procedures related to instruction at the district level and beyond.

<i>Standard 3 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
<p>3.5 Principals understand, uphold and model professional ethics, policies and legal codes of professional conduct.</p>	<ul style="list-style-type: none"> a) Principals meet their legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity. b) Principals implement procedures to comply with local, state and federal mandates. c) Principals communicate local, state and federal mandates to students, staff and parents. d) Principals ensure that staff, students and parents receive information about legal requirements and policies. 	<ul style="list-style-type: none"> e) Principals analyze and revise procedures to comply with local, state and federal mandates. f) Principals communicate local, state and federal mandates to district and community members. 	<ul style="list-style-type: none"> g) Principals advocate for community involvement in local, state and federal educational issues that result in improved student performance.

Ohio Standards for Principals

Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Narrative Summary

High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and ongoing development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the

skills of staff, student, parents and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

Elements

- 4.1 Principals promote a collaborative learning culture.
- 4.2 Principals share leadership with staff, students, parents and community members.
- 4.3 Principals develop and sustain leadership.

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.1 Principals promote a collaborative learning culture.	<ul style="list-style-type: none"> a) Principals establish and reinforce expectations, roles, norms and responsibilities for effective working teams. b) Principals develop structures for collaboration between all teachers and other education support personnel. c) Principals foster positive interpersonal relationships among staff by maintaining open and effective lines of communication. 	<ul style="list-style-type: none"> d) Principals build a school culture in which educators work collaboratively to increase student learning. e) Principals engage stakeholders in professional development opportunities in problem solving, conflict resolution and consensus building. 	<ul style="list-style-type: none"> f) Principals design practices and structures that create and maintain a collaborative learning culture. g) Principals collaborate district-wide to make system improvements.
4.2 Principals share leadership with staff, students, parents and community members.	<ul style="list-style-type: none"> a) Principals seek input from staff, students, parents and community members. b) Principals share leadership responsibilities with staff. 	<ul style="list-style-type: none"> c) Principals involve staff, students, parents and community members in school governance, curricular and instructional decisions. d) Principals match leadership responsibilities to the talents of individual educators and teams. 	<ul style="list-style-type: none"> e) Principals create a system that allows staff, students, parents and community members increasing levels of autonomy in decision making.

Ohio Standards for Principals

<i>Standard 4 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
4.3 Principals support and advance the leadership capacity of all educators.	<ul style="list-style-type: none">a) Principals serve as a role model for the leadership behaviors they seek to instill in others.b) Principals participate in leadership development activities with staff.c) Principals identify strengths and interests of the building staff in order to identify potential leaders.	<ul style="list-style-type: none">d) Principals mentor and coach staff and student leaders.e) Principals build on staff's skills and interests to advance the leadership capacity of all.	<ul style="list-style-type: none">f) Principals create leadership growth opportunities for staff, students, parents and community members.g) Principals encourage other educators to assume leadership roles outside of the school building.

Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Narrative Summary

Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices that value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are

meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

Elements

- 5.1 Principals use community resources to improve student learning.
- 5.2 Principals involve parents and community members in improving student learning.
- 5.3 Principals connect the school with the community.
- 5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

Ohio Standards for Principals

<i>Standard 5 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
5.1 Principals connect the school with the community.	<ul style="list-style-type: none"> a) Principals represent the school at community functions and advisory groups. b) Principals use print and electronic media to inform the community about the school. 	<ul style="list-style-type: none"> c) Principals arrange school-community partnerships to support student achievement and school and community priorities. 	<ul style="list-style-type: none"> d) Principals plan and lead community initiatives that support building goals and impact student learning.
5.2 Principals involve parents and communities in improving student learning.	<ul style="list-style-type: none"> a) Principals regularly practice two-way communication with parents about student progress. b) Principals provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs. c) Principals inform the community about the school's expectations for student learning. d) Principals welcome community involvement. 	<ul style="list-style-type: none"> e) Principals actively recruit and utilize parent and community volunteers as appropriate for the school's instructional program. f) Principals use technology as appropriate to maximize the communication with parents and community members about student learning. 	<ul style="list-style-type: none"> g) Principals initiate outreach activities to engage all stakeholders in the process and responsibility of improving student learning.

<i>Standard 5 Elements</i>	<i>Indicators</i>		
	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>
5.3 Principals use community resources to improve student learning.	a) Principals identify and use community-based resources to increase achievement among all students.	b) Principals collaborate with community groups to identify resources and solutions to increase achievement among all students.	c) Principals create opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	<p>a) Principals model appreciation and respect for the cultures of the school and community to create an environment that supports high achievement levels for all students.</p> <p>b) Principals support cooperation by using strategies to remedy instances of intolerance of individuals and groups.</p>	c) Principals use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.	d) Principals, in collaboration with staff, students and parents, integrate culturally responsive practices into the day-to-day school operations to support high achievement levels for all students.

Section Four: Ohio Standards for Professional Development

1 High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

2 High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular

approach to instructional improvement or whole school reform.

- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 High quality professional development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by

evidence of new skills applied to practice.

- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Introduction

Effective professional development meets the needs of educators by responding to the needs of students. It also must align with personal, building, district, state and national goals. All stakeholders have a responsibility to ensure that Ohio's educators continue to develop the skills and knowledge needed to enable students to perform at the highest levels of achievement. Ongoing professional growth is essential for ensuring that educators have the knowledge and skills they need to meet the increasing demands of their profession.

Ohio's standards for professional development delineate the essential characteristics of quality professional development. These are not minimal expectations. Schools that successfully implement all of these standards should expect to see higher quality teaching and increased student achievement.

Ohio's Standards for Professional Development are written for multiple audiences. The standards can be used by each of these audiences.

The key to implementing effective professional development is to view it as an ongoing process that is embedded in the daily work of all educators. Effective professional development must be approached systematically and involve all educators in the planning, implementing, reflecting and maintaining phases. To be successful, this system must involve and be supported by all educators.



Ohio Standards for Professional Development

Standard 1

High Quality Professional Development (HQPD) is a purposeful, structured and continuous process that occurs over time.

Narrative Summary

Professional development is a continuous process that includes multiple steps: planning, implementation, reflection, evaluation and revision. The result of this process is a series of activities or programs that has been systematically planned and designed to form an integrated whole. The participants in professional development are part of small learning teams that are involved in each step in this process. In order for professional development to contribute to real change and to continuous improvement efforts, participants must be provided with time to fully engage in the professional development process, to apply new ideas and to reflect on changes in their practice.

In an effective system of professional development, leaders improve educators' capabilities and create the structures and conditions that support educators' use of new skills and knowledge. Professional development leaders clearly identify and communicate the goals of professional development. They establish structures (such as daily schedules and yearly calendars) that support professional development. They embed professional development into the jobs of educators; High Quality Professional Development (HQPD) occurs as part of the work day and is about the day-to-day work that educators do. Resources (people, time, materials and funds) are made available and allocated to ensure that educators can implement their new skills and knowledge.

Elements

- 1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- 1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- 1.3 Professional development supports and advances the leadership capacity of all educators.
- 1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.
- 1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- 1.6 Resources are allocated for planning, implementing and supporting professional development.

Standard 1 Elements

Indicators

1.1 The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.

- In a High Quality Professional Development (HQPD) system:
- a. Goals are clearly articulated and understood by all participants.
 - b. HQPD plans and programs align with school and district improvement goals and state and national goals.
 - c. HQPD plans and programs have a clear focus that supports the goals of improved teaching and learning.

1.2 Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.

- In a High Quality Professional Development (HQPD) system:
- a. A comprehensive professional development plan is created, which identifies both short- and long-term professional development outcomes and methods of evaluation.
 - b. A series of connected and coherent events are implemented.
 - c. Participants reflect on their learning.
 - d. Multiple measures are used to evaluate the professional development.
 - e. Professional development plans and programs are revised, based on evaluation and student impact data.

1.3 Professional development supports and advances the leadership capacity of all educators.

- In a High Quality Professional Development (HQPD) system:
- a. HQPD builds the knowledge and skills of teachers, administrators, board members and other stakeholders to guide continuous instructional improvement.
 - b. The organizational structure allows all educators to utilize their leadership knowledge and skills.

Ohio Standards for Professional Development

<i>Standard 1 Elements</i>	<i>Indicators</i>
1.4 Educators in small learning teams engage in sustained and ongoing professional development experiences.	In a High Quality Professional Development (HQPD) system: a. HQPD is a continual process rather than a single, isolated event. b. Staff members discuss ways to improve teaching and learning. c. Small learning teams focus on increasing student learning. d. Professional development is linked to daily practice.
1.5 The structure and culture of the educational community supports professional development as a necessary condition for improvement.	In a High Quality Professional Development (HQPD) system: a. Educators have opportunities to work in small learning teams. b. The daily schedule and school calendar are adjusted to allow for professional learning experiences in and out of the workday. c. Schools work closely with professional development agencies and higher education institutions to meet professional learning needs.
1.6 Resources are allocated for planning, implementing and supporting professional development.	In a High Quality Professional Development (HQPD) system: a. Internal and external expertise is utilized for professional development. b. Educators have time for both professional development experiences and implementation of new learning. c. Print, electronic and other material resources are available to support professional learning and implementation. d. Funds are allocated within the budget to support professional development that is aligned to school and district goals.

Standard 2

High Quality Professional Development (HQPD) is informed by multiple sources of data.

Narrative Summary

Increasing student achievement is the ultimate goal of professional development. To this end, professional development is based on an analysis of classroom, school, district and statewide student data that reveals current student performance. This analysis is then considered against the goals and the expectations for student learning in the classroom, school, district and state. Effective professional development helps educators close any gaps that exist between students' actual performance and the desired levels of student performance.

To ensure that educators perceive the value and relevance of professional development, educators must be involved in analyzing data, research and best practices to determine the focus of professional learning. The likelihood of professional development being successful, and of educators employing what they have learned, is increased when educators are involved in the process of ensuring that professional development is data-based.

Elements

- 2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- 2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content of their professional development plan.
- 2.3 Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- 2.4 Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

Ohio Standards for Professional Development

<i>Standard 2 Elements</i>	<i>Indicators</i>
2.1 School, district, state and national data related to student achievement are analyzed to determine the focus and content of professional development.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Planners and participants collect, disaggregate, analyze and utilize appropriate data related to the achievement of all students.b. All available sources of data and best practice research are examined as an integral part of the process leading to decisions about professional development.c. School and district professional development plans are based on student achievement data.
2.2 Educators analyze their practice and examine multiple sources of data and research to determine the focus and content for professional development.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Educators analyze their professional knowledge, strengths and weaknesses in order to develop targeted goals for professional growth.b. Individual professional development goals are aligned with school and district improvement plans.
2.3 Educators study the research that supports claims made by advocates of a particular approach to instructional improvements or whole school reform.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Stakeholders use educational research to select both the content and the process for professional development.b. Educators engage in action research or conduct pilot studies to determine the effectiveness of new approaches.
2.4 Data from evaluation of previous professional development are analyzed to determine the focus and content for future professional development.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Professional development evaluation data is collected.b. Short- and long-term professional development evaluation data are examined.c. Revisions to the delivery and content of professional development are made based on evaluation data.

Standard 3

High Quality Professional Development (HQPD) is collaborative.

Narrative Summary

Collaboration ensures that professional development extends beyond impacting individuals. Collaboration ensures that professional development will impact whole groups and result in schoolwide change and improvement. Educators within and across buildings must have access to one another to work in small learning teams to collaboratively identify both challenges to effective teaching and learning as well as solutions to continually improve teaching and learning.

Learning teams may engage in many varied activities, such as curriculum development, action research or study groups. What each of these activities shares is that colleagues are working together, focused on improving teaching, impacting student learning and increasing student achievement. This is an essential condition of High Quality Professional Development.

Elements

- 3.1 Professional development provides ongoing opportunities for educators to work together.
- 3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- 3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.

Ohio Standards for Professional Development

<i>Standard 3 Elements</i>	<i>Indicators</i>
3.1 Professional development provides ongoing opportunities for educators to work together.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Educators have the knowledge and skills needed to collaborate in teams successfully.b. Collaboration is supported by creating opportunities for flexible scheduling of participants.c. Participants are provided opportunities to meet regularly in collaborative teams to focus on improving practice and student achievement.
3.2 Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Educators are part of teams that plan, implement and sustain the goals of professional development.b. Teams of diverse stakeholders (i.e., educators in all roles), organized by grade level, subject area, interdisciplinary groups or other areas of need, are assembled.c. Collaborative teams evaluate professional development and its contribution to student learning.
3.3 Professional development incorporates communication technologies to broaden the scope of collaboration.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Current technologies are used, when appropriate, to facilitate collaboration and enhance opportunities for professional learning.

Standard 4

High Quality Professional Development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

Narrative Summary

While the process for designing and implementing professional development must be collaborative, specific learning experiences within professional development should be based on both individual needs and the needs of the group. Specific learning experiences should vary to fit the needs,

knowledge, skills and goals of the educator participants. The sequence of learning experiences should be systematically planned to meet the needs of educators to reflect upon and implement new skills and knowledge.

Elements

- 4.1 Professional learning opportunities are based on identified needs.
- 4.2 Professional development includes a variety of learning experiences.
- 4.3 Professional development reflects a logical sequence of experiences.

Ohio Standards for Professional Development

<i>Standard 4 Elements</i>	<i>Indicators</i>
4.1 Professional learning opportunities are based on identified needs.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Professional development learning experiences are matched with individual goals, needs, current knowledge and skills.b. Professional development experiences are planned with consideration for group needs, current knowledge and skills.c. Variety in the design, delivery, intensity and duration of professional development is employed according to identified needs.
4.2 Professional development includes a variety of learning experiences.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Experiences and methods of delivery are varied to reflect the learning needs of adults.b. Technology is used to deliver professional development, when appropriate.c. Learning experiences reflect best practice professional development models.
4.3 Professional development reflects a logical sequence of experiences.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. The sequence of professional development opportunities is based on a comprehensive professional development plan.b. A structured sequence of professional development opportunities gives educators time to strengthen, refine or replace previous knowledge and skills.

Standard 5

High Quality Professional Development (HQPD) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

Narrative Summary

The primary goal of professional development is to increase student learning. Although it is difficult to measure a cause and effect relationship, the impact of professional development must be evaluated on multiple levels, beginning with participants' immediate satisfaction and learning and continuing with the evaluation of educators' application of new knowledge, organizational change and student

achievement. Effective evaluation of professional development is a systematic, purposeful process of collecting and analyzing multiple sources of data to make informed decisions. Evaluation data informs continuous improvement by identifying the effects of professional development in terms of intended outcomes and enabling planners to focus and improve the quality of professional development.

Elements

- 5.1 Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- 5.2 Professional development is evaluated by evidence of new skills applied to practice.
- 5.3 Professional development is evaluated by the extent to which organizations change to improve.
- 5.4 Professional development is evaluated on its impact on achievement of all students.
- 5.5 The professional development process is evaluated.

Ohio Standards for Professional Development



Standard 5 Elements

Indicators

5.1 Professional development is evaluated by assessing levels of participation and learning of content.

In a High Quality Professional Development (HQPD) system:

- Evaluation is designed prior to the professional development activities.
- Tools (such as participant surveys, questionnaires, evaluation forms or personal learning logs) are used to assess attendance at, satisfaction with and learning outcomes from each professional development experience.

5.2 Professional development is evaluated by evidence of new skills applied to practice.

In a High Quality Professional Development (HQPD) system:

- A combination of measures (e.g., teacher surveys, interviews and observation) is used over time to identify changes in classroom practices.

5.3 Professional development is evaluated by the extent to which organizations change to improve.

In a High Quality Professional Development (HQPD) system:

- The impact of professional development on school culture and change within the organization is assessed.

5.4 Professional development is evaluated on its impact on achievement of all students.

In a High Quality Professional Development (HQPD) system:

- Baseline information on student achievement is gathered and used.
- Formative data on student achievement are used to monitor and revise district professional development.
- Summative evaluation of the long-term professional development program is developed and used to identify the impact on teacher practices and student achievement.
- Various measures of student performance, achievement, behaviors and attitudes (e.g., standardized assessments, classroom assessments, portfolios, school records, interviews or observations) are used to assess the impact of professional development.

5.5 The professional development process is evaluated.

In a High Quality Professional Development (HQPD) system:

- Data are continuously collected to ensure effective implementation of professional development.

Standard 6

High Quality Professional Development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

Narrative Summary

The content of professional development should focus on what teachers are expected to teach and students are expected to learn. Professional development should provide teachers with specific strategies that research and experience have proven to be effective in increasing student learning and achievement. Content knowledge alone may not result in improvements in teaching. Rather, a professional development focus on content – connected to what students should know and how students can best learn that content – will likely result in more effective teaching and learning. Effective teachers have a deep understanding of the disciplines they teach as well as knowledge and use of

appropriate skills of pedagogy. Professional development is the means by which educators acquire, refine or enhance the knowledge and skills needed to create high levels of learning for all students. Professional development informs educators about research and ensures that they have the knowledge, skills and dispositions to access and use research in their practice. When educators understand the theories that support certain instructional strategies or decisions, they can more easily adapt the strategy to their own classrooms. Effective professional development ensures that educators have strategies for engaging students and families to share the responsibility of student learning.

Elements

- 6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- 6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- 6.3 Professional development enhances understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.
- 6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- 6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.

Ohio Standards for Professional Development

<i>Standard 6 Elements</i>	<i>Indicators</i>
6.1 Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. An environment is fostered for educators to understand state and national standards and district and school priorities for learning.b. Educators share strategies for using standards to improve student learning.
6.2 Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Educators learn strategies for studying and evaluating relevant current research.b. Educators learn strategies to integrate the research into practice.
6.3 Professional development enhances the understanding of instructional strategies appropriate to specific content and addresses the needs of diverse learners.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. HQPD ensures that educators understand their subject-matter content.b. Specific strategies for content-specific teaching and learning are shared.c. Educators learn specific strategies for identifying and meeting the needs of diverse learners, including gifted students, students with disabilities and at-risk students.
6.4 Professional development ensures that all educators understand and use various types of assessments to measure student learning.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Educators learn the structure and purpose of a variety of assessment tools (e.g., formative, summative, authentic).b. Educators practice creating, implementing and evaluating assessment tools.c. Educators learn to analyze various types of assessment results to determine levels of student learning.
6.5 Professional development provides educators with tools to engage students, families and communities in improving student achievement.	In a High Quality Professional Development (HQPD) system: <ul style="list-style-type: none">a. Students and families are included in the learning process in a meaningful way.b. Educators understand and appreciate all students.c. Connections between home and school are strengthened when educators learn and use methods to communicate effectively with families and other members of the community.d. Educators understand how child- and family-related mental health issues impact student achievement.



Section Five: Understanding and Using the Standards

Reading and working through this section will help educators self-assess, collaboratively discuss self-assessment results with a peer or supervisor, and develop specific goals and plans for their Individual Professional Development Plan (IPDP). It includes information and tools written to assist teachers and principals in using the standards to guide professional learning.

This section of the document is organized in three parts:

1. The first part addresses Ohio Standards for the Teaching Profession and will be of particular interest to teachers, and principals working with teachers, to develop plans for professional learning.
2. The second part addresses Ohio Standards for Principals and will be of particular interest to principals.
3. The third part addresses Ohio Standards for Professional Development and will be of interest to both teachers and principals.

While the information in this section includes tools written specifically for teachers and principals, educators working in central office administration or serving on school boards should also be aware of the importance of the standards and their uses in a standards-based educational system. Familiarity with the content of this document will help central office administration and school board members to provide policies and resources that will support educators as they continue to gain new skills and knowledge.

The Ohio Standards for the Teaching Profession define the expectations for Ohio's teachers based on what is known about the traits and skills of effective teachers. The big ideas emphasized in the standards are:

Standard 1 – Students: Effective teachers understand student learning and development, and respect the diverse students that they teach.

Standard 2 – Content: Effective teachers have a deep understanding of the content they teach.

Standard 3 – Assessment: Effective teachers understand and use varied assessments to evaluate student learning and inform instruction.

Standard 4 – Instruction: Effective teachers plan and deliver instruction that is tailored to the needs of each student.

Standard 5 – Learning Environment: Effective teachers create safe, supportive and respectful learning environments.

Standard 6 – Collaboration and Communication: Effective teachers collaborate and communicate with students, parents, other educators, administrators and community members to support student learning.

Standard 7 – Professional Responsibility and Growth: Effective teachers understand that professional development is a continuous process for which they are responsible.

How Might these Standards Affect Teachers?

The Ohio Standards for the Teaching Profession will not immediately change the process of licensure; that process remains the same. The standards, however, will inform initial licensure as institutions of higher education realign their programs and requirements to the standards, and entry year programs are analyzed to ensure that they adequately reflect the rigor of the standards. The Teacher Education and Licensure Standards reference the Ohio Standards for the Teaching Profession for more detailed descriptions of performance indicators in performance-based licensure for teachers and principals.

The Local Professional Development Committees (LPDCs) across the state will continue to make decisions about licensure renewal. (A regional team is developing standards-based criteria for LPDCs to use to evaluate individual professional development plans. These likely will be available in fall 2007 and will be released statewide at that time.) Teachers will continue to determine and set their own professional goals. The Ohio Standards for the Teaching Profession and the Ohio Standards for Professional Development will serve as a guide for teachers in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.



Understanding and Using the Standards

Senate Bill 2 directed the Educator Standards Board (ESB) and the Ohio Department of Education (ODE) to develop jointly a proposal for a career ladder program, defined as “a performance-based multilevel system of teaching positions or compensation levels within a school district or district building.” Because adult learning needs are varied, the ESB and ODE recognized the need for a differentiated system that allows for multiple entry points and multiple pathways. Because of the need to allow horizontal, vertical and diagonal movement within the careers of Ohio’s educators, the ESB and ODE determined that the phrase “career lattice” more accurately describes teachers’ progressions throughout their careers than does the phrase “career ladder.”

By articulating a career lattice framework, the ESB and ODE sought to create a comprehensive teacher leadership conceptual framework that enhances roles and responsibilities; encourages

increased knowledge, skills and performance; spreads a culture of career opportunities; and increases teacher productivity and fulfillment. This proposal for a career lattice program is firmly anchored in the Ohio Standards for the Teaching Profession and the Ohio Standards for Principals, both of which emphasize the importance of teacher leadership and shared leadership structures, and the Ohio Standards for Professional Development, which describe a process in which teachers can progress throughout their careers. The full text of the proposal is available online at: <http://esb.ode.state.oh.us/>.

This concept of a career lattice emphasizes the concept that the newly adopted Ohio standards for educators are designed to support teachers and principals throughout the stages of their careers that include:



The proposal for a career lattice program is carefully tied to Ohio’s new standards for educators. The proposal specifies that the *Ohio Standards for Professional Development* should be used to develop programs that result in teacher knowledge and skill enhancement and that the *Ohio Standards for the Teaching Profession* offer guidance for attainment of demonstrated knowledge and skills, particularly through the indicators at the Proficient, Accomplished and Distinguished levels. The career lattice program proposal, along with the newly adopted standards, represent a foundation for a vision of thinking about leadership in schools – rethinking the notion of leadership as a single person and instead promoting a vision of teachers and administrators working together in a collaborative, shared leadership process.

Using the Standards for the Teaching Profession for Self-Assessment

Ohio's Standards for the Teaching Profession were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Teacher Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a teacher is to respond to focused, guiding questions related to effective instructional practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand how students learn and I know the developmental characteristics of different age groups of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of what students know and are able to do to meet the needs of all of my students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I expect that all students will achieve to their full potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate respect for my students' diverse cultures, language skills and experiences.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

ESSENTIAL QUESTION: *Do you have a deep understanding of the content you teach?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand and use the Ohio academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect my discipline with other content areas to plan and deliver effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect content to relevant life experiences and career opportunities.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

ESSENTIAL QUESTION: *Do you understand and effectively use varied assessments?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand varied types of assessments, their purposes and the data they generate.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I select, develop and use a variety of diagnostic, formative and summative assessments.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I analyze data to monitor student's progress and learning, and to plan, differentiate and modify instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate and communicate student progress with students, parents and colleagues.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I involve learners in self-assessment and goal setting to address gaps between performance and potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

ESSENTIAL QUESTION: *Do you plan and deliver effective instruction that advances the learning of each individual student?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate clear learning goals and link learning activities to those goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I apply my knowledge of how students think and learn to my planning and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I create and select activities that are designed to help students become independent learners and complex problem-solvers.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use resources effectively, including technology, to enhance student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

ESSENTIAL QUESTION: *Have you created a learning environment that promotes learning and high achievement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have created a classroom environment that is physically and emotionally safe.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I motivate my students to work productively and take responsibility for their own learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I create learning situations in which students work independently, collaboratively and/or as a whole class.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I maintain an environment that is conducive to learning for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate clearly and effectively.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with other teachers, administrators and school and district staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with the local community and community agencies, when appropriate to promote student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 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.

ESSENTIAL QUESTION: *Do you assume responsibility for your professional performance and development?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

I take responsibility for engaging in continuous, purposeful professional development.

I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.

1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

The Ohio Standards for Principals define the expectations for Ohio’s principals, based on what is known about the traits and skills of effective school leaders. The big ideas emphasized in the standards are:

- Standard 1 – Continuous Improvement:** Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
- Standard 2 – Instruction:** Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.
- Standard 3 – School Operations, Resources and Learning Environment:** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
- Standard 4 – Collaboration:** Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
- Standard 5 – Parents and Community Engagement:** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

How Might These Standards Affect Principals?

The Ohio Standards for Principals will not immediately change the process of licensure; that process remains the same. However, the standards will inform initial licensure as institutions of higher education realign their programs and requirements to the standards.

LPDCs across the state will continue to make decisions about licensure renewal. Principals will continue to determine and set their own professional goals. The criteria for assessing the effectiveness of IPDPs, however, will be revised to closely align with the expectations set forth in the standards, as mandated in SB 2. The Ohio Standards for Principals and the Professional Development Standards will serve as a guide for principals in considering their professional growth across a developmental continuum from Proficient to Accomplished to Distinguished.

Using the Standards for Principals for Self-Assessment

Ohio’s Standards for Principals were not written as evaluation instruments. They can and should, however, be used for self-assessment and to identify areas for growth and further professional development.

Principal Self-Assessment Tool: Standards-Based Guiding Questions

One way to consider your strengths and weaknesses as a principal is to respond to focused, guiding questions related to effective instructional and leadership practices. Any questions to which you respond at levels 1, 2 or 3 may be areas for growth. Remember that this tool is confidential – it is not intended as an external tool for evaluation. This is an opportunity to be personal and honest in your assessment for self-improvement. You may wish to do this activity with a trusted peer or colleague to allow for additional discussion and reflection.

In the best school systems, principals have a clear instructional mandate with performance incentives tied to meeting high student achievement goals. Principals are central to the system’s ability to create environments where students can meet the high challenge set out for them. As instructional leaders, principals can coach and develop those who have the greatest impact on student achievement: teachers.

– *Creating a World-Class Education System in Ohio, Achieve and McKinsey*

Standard 1:

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

ESSENTIAL QUESTION: *Do you lead the change process for continuous improvement?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I identify and include stakeholders in the process of developing a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement a process for the development of a shared vision.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I remain focused on the vision through difficulties, setbacks and failures.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify goal areas that promote high levels of achievement for all students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I focus attention on established goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate the expectation of high learning and achievement for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of the Ohio Standards for the Teaching Profession to support teachers' professional growth.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I articulate well-defined beliefs about teaching, schooling and learning in response to the environment and levels of student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify changes needed to improve student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I engage stakeholders in the change process through effective communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I respond to building, district, community and societal changes and issues that affect the instructional needs of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 2:

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

ESSENTIAL QUESTION: *Are you the instructional leader for the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I provide teachers with a basic understanding of the academic standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of resources aligned to the academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that curriculum, instruction and assessments are aligned with the academic content standards	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor implementation of academic content standards in curriculum and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the use of various instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I make systematic classroom visits and provide feedback on classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the identification and instruction of students of diverse abilities, and support teachers and staff in implementing state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use disaggregated achievement data to determine the performance and needs of particular students and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I examine school-wide student performance data to determine under- and over-identification of students in gifted and/or special education.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand effective acceleration processes and work with teachers to establish structures that meet student needs and support state and local policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I keep informed about current research and theory on effective curriculum design and instructional strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share current research and theory on effective curriculum design and instruction strategies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2:

I serve as a model for effective teaching.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model the use of data to inform and make decisions.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate data about student progress to the school community.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor staff knowledge and use of data and the impact of this knowledge on student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in professional development to increase teachers' knowledge and skills.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I facilitate professional development opportunities that support classroom instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use staff and student data to identify professional development needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide ongoing opportunities for teachers to reflect on their practice.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 3:

Principals allocate resources and manage school operations to ensure a safe and productive learning environment.

ESSENTIAL QUESTION: *Do you act to create and ensure a nurturing, safe school environment?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate and reinforce high behavioral standards to staff, students and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that behavioral policies and procedures are consistently applied from day to day and student to student.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement routines that ensure safety for all.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 3:

I use building and district procedures for crisis management.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I am accessible to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assess how well the physical, social and cultural environment supports student needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify available resources to address the physical and mental health needs of the students and staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I treat all students, parents and community members with respect.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I manage the budget to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and equitably allocate resources to support student and staff learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I effectively use technology to manage school operations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I supervise and evaluate all staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I establish and reinforce rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I give both formal and informal recognition to staff and students for achievement, improvement and effort.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I meet my legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I implement procedures to comply with local, state and federal mandates.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate local, state and federal mandates to students, staff and parents.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I ensure that staff, students and parents receive information about legal requirements and policies.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 4:

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

ESSENTIAL QUESTION: *Do you share leadership and promote a collaborative learning culture?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I establish and reinforce expectations, roles, norms and responsibilities for effective working teams.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I develop structures for collaboration among all teachers and other education support personnel.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster positive interpersonal relationships among staff by maintaining open and effective lines of communication.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek input from staff, students, parents and community members.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share leadership responsibilities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I serve as a role model for the leadership behaviors I seek to instill in others.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I participate in leadership development activities with staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify strengths and interests of the building staff in order to identify potential leaders.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Standards

Standard 5:

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

ESSENTIAL QUESTION: *Do you involve and engage parents and community in the school?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I represent the school at community functions and advisory groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use print and electronic media to inform the community about the school.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I practice two-way communication with parents about student progress.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I provide parents and students with relevant information about available school services (instructional, behavioral and psychological) to address student learning needs.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I inform the community about the school's expectations for student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I welcome community involvement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I identify and use community-based resources to increase achievement among all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model appreciation and respect for the cultures of the school and community and create an environment that supports high achievement levels for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I support cooperation by using strategies to remedy instances of intolerance of individuals and groups.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Understanding and Using the Ohio Standards for Professional Development

The Ohio Standards for Professional Development define the characteristics of High Quality Professional Development (HQPD). The big ideas emphasized in the standards are that HQPD is:

- Standard 1 – Continuous:** High Quality Professional Development is a purposeful, structured and continuous process that occurs over time.
- Standard 2 – Data-Driven:** High Quality Professional Development is informed by multiple sources of data.
- Standard 3 – Collaborative:** High Quality Professional Development is collaborative.
- Standard 4 – Varied:** High Quality Professional Development includes varied learning experiences that accommodate individual educators' knowledge and skills.
- Standard 5 – Evaluated:** High Quality Professional Development is evaluated by its short- and long-term impact on professional practice and achievement of all students.
- Standard 6 – Results-Oriented:** High Quality Professional Development results in the acquisition, enhancement or refinement of skills and knowledge.

Audiences for Ohio Standards for Professional Development

The Ohio Standards for Professional Development define the characteristics of an HQPD system, and will be useful to many different groups within Ohio's educational system, including:

- **individual educators (teachers and principals)** planning their own professional development;
- **planners** of professional development;
- **providers** of professional development;
- **evaluators** of existing professional development programs and systems.

Many stakeholders play a role in ensuring the success and effectiveness of ongoing professional development for educators; all of these stakeholders will have an interest in the Ohio Standards for Professional Development. As a result, companion guides and technical manuals specific to the needs of each of these audiences will be developed and disseminated in the 2007-2008 academic year. The information and tools that follow here are written for individual teachers and principals planning their professional learning. Reading and working through this section will help individual educators develop their specific goals and plans for their IPDPs.

Understanding and Using the Standards

Using the Standards for Professional Development

While the specific process for determining professional development activities varies by district, the Ohio Standards for Professional Development suggest a general process that can be followed in concert with any specific process used by an Ohio district.

The Standards suggest a five-step process for professional development planning by individual educators. The steps in this standards-based planning cycle include:

- Step 1: Examine Data** – Educators should self-assess and evaluate the available data to determine the needs of their students, school, district and state.
- Step 2: Determine Learning Priorities** – Educators should analyze the data collected in Step 1 to identify specific goals for professional learning.
- Step 3: Align Initiatives** – Educators should use the information gained from Steps 1 and 2 to identify specific actions and activities that will allow for professional learning.
- Step 4: Develop Implementation Strategies** – Given the results of the work done in Steps 1 through 3, educators should develop specific implementation strategies and plans for evaluation.
- Step 5: Monitor, Assess and Reflect** – Educators should plan the ways in which they will evaluate the effectiveness of their professional development efforts.

These five steps describe a continuous cycle of professional learning. Educators should realize that professional development is a career-long cycle of improvement.

Step 1: Examine Data

Multiple sources of data must be evaluated to gain a complete picture of a teacher’s or principal’s performance. Educators should conduct a self-assessment. Questions such as the following can help focus this self-assessment.

- What are my strengths and weaknesses?
- To what extent do I meet the Ohio standards?
- What does my self-assessment suggest as areas for growth in my performance?

This document provides a self-assessment tool for teachers, the Teacher Self-Assessment Tool: Standards-Based Guiding Questions (pages 79-83), and one for principals, the Principal Self-Assessment Tool: Standards-Based Guiding Questions (pages 85-90).

Educators should also evaluate the available data to determine the needs of the students in their classrooms or schools. Questions such as the following can aid this process of data collection.

- What are my students’ strengths? Have these changed over the past two to three years? How? Why?
- What are my students’ weaknesses? Have these changed over the past two to three years? How? Why?
- What is the current learning environment in my classroom or school?
- What do I know about the backgrounds of students in my classroom or school? Is there additional information I should gather? How can this information impact my teaching or leadership?
- What does research suggest about effective instruction in my content area or effective school leadership?
- What do evaluations of my performance from my peers or school and district leaders suggest as areas for growth?

Remember, data sources extend far beyond state-mandated assessment results. Student demographics; student participation; student work and classroom performance; internal, formative assessment results; and school climate assessments are all potential sources of data. Some of this data already may have been collected by a school leadership team. Data may be collected and analyzed more efficiently as a small group activity.

Data Source	Data Findings/Summary	What Does Analysis of Data Suggest?

Understanding and Using the Standards

Step 2: Determine Learning Priorities

Educators should analyze the data collected in Step 1 to identify specific goals for professional learning.

- What patterns emerge from the data?
- How are strengths and weaknesses in my teaching and leadership connected to student performance?

Teachers and principals should list professional learning goals suggested by the data collected in Step 1.

- What do student data reveal as areas I should emphasize in my professional learning?
- What does my self-assessment reveal as areas I should emphasize in my professional learning?

To focus professional learning priorities to two or three goals, analyzing the data against the priorities of the school, district and state may be helpful. Asking questions such as the following may help educators determine their priorities and focus their goals:

- What are my district's goals?
- What are my school's improvement goals?
- What has Ohio identified as best practices for Ohio teachers and principals?
- Given the goals of my school, district and state, and the data collected in Step 1, what additional knowledge and skills do I need to perform more effectively?

Specific Goals

Goal 1:

Goal 2:

Goal 3:

Step 3: Align Initiatives

Now educators should have a set of two to three professional learning goals. What specific actions and activities will allow for professional learning in these areas? Professional development does not include only workshops or higher education courses; among other activities, professional development can take the form of:

- A training program
- Peer coaching
- Informal peer observation
- Collaborative planning
- Action research
- Off-site visitations
- Team teaching
- Collaborative planning
- A mentoring or shadowing program
- Analyzing student work
- Collecting and analyzing student data
- Researching best-practice solutions

Next, research and compile a list of possible activities and actions that will meet the goals identified in Steps 1 and 2. Keep in mind the importance of including a variety of learning experiences (see PD Standard 4.2) and planning a logical sequence of learning experiences (see PD Standard 4.3).

Specific Goals	Possible Activities/Actions
Goal 1:	
Goal 2:	
Goal 3:	

Understanding and Using the Standards

Step 4: Develop Implementation Strategies

Given the results of the work done in steps 1 through 3, educators should develop specific implementation strategies and plans. Educators should also plan the ways in which they will evaluate the effectiveness of their professional development efforts. Teachers and principals should consider how they will evaluate the short- and long-term impact of professional development on their instructional and leadership practices.

Specific Goals	Proposed Activities/Actions and Dates/Duration	<ul style="list-style-type: none">• How Will I Know When I Have Met My Goal?• How Will My Knowledge, Attitude, Skills, Aspirations or Behaviors Change?• What Evidence Will Demonstrate This Change?
Goal 1:		
Goal 2:		
Goal 3:		

Step 5: Monitor, Assess and Reflect

Continuous monitoring, assessment and reflection about the effectiveness of professional development is essential. Identifying, collecting and organizing evidence in support of the effectiveness of professional development efforts is important. Different types of evidence will illustrate the work that teachers and principals are doing and the outcomes of their professional development efforts. Evidence may include artifacts, products, documents and data. The Ohio Standards for Professional Development suggest that the effectiveness of professional development should be assessed on multiple levels:

- participant satisfaction and learning (see Standard 5.1);
- application of new skills (see Standard 5.2);
- organizational change (see Standard 5.3);
- student achievement (see Standard 5.4).

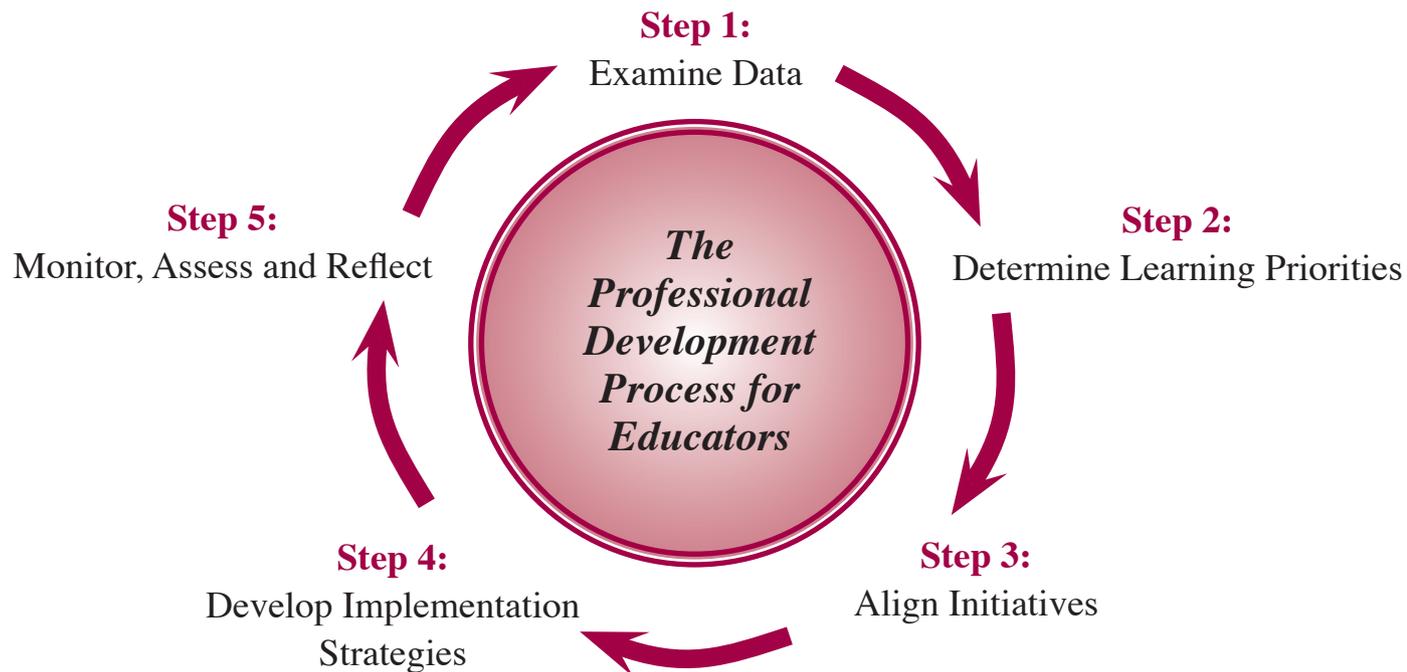
Specific Goals	Proposed Actions and Dates/Duration	How and When Will Opportunities for Assessment and Reflection Be Incorporated?	What Are Expected Results? What Evidence Will Demonstrate These Results?
Goal 1:			
Goal 2:			
Goal 3:			

Educators are expected to identify their plans for evaluating their professional learning. During the course of professional learning, these various evaluations will be conducted and, as a result, IPDPs and needs may change mid-cycle. This is to be expected as part of the ongoing cycle of professional learning. Submitting evidence of this as part of the IPDP process can demonstrate the importance of ongoing evaluation of professional learning.

Understanding and Using the Standards

In Conclusion

High Quality Professional Development is a process that continues throughout educators' careers. Continuing reflection; new knowledge of teaching, learning and content; new students; and new professional challenges will reveal ongoing emphases for professional development efforts. The completion of each plan provides the opportunity to address new or continuing professional development goals in the next cycle.



Our goal is that the standards and information within this document are helpful as you engage in the cycle of professional learning. Together, we can continue to make Ohio's educational system a world-class system that will prepare students for the 21st century.

Work Notes

Work Notes







Educator
Standards **Board**

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