

# Professional Certification Descriptors of Practice

The following document includes descriptions of effective professional practices for the twelve Professional Certificate criteria. This is not an exhaustive list. Therefore, these descriptions should not be used as a comprehensive checklist. Blank bullets have been included for each criterion. You may decide to add additional descriptions and/or descriptions that capture your unique placement. This document is intended as a tool and guide as you reflect upon the criteria and analyze your practices. Evidence and demonstration of competency should be tied directly to the criteria.

## I. Effective teaching

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
<p>1 (a) using instructional strategies that make the learning meaningful and show positive impact on student learning</p>	<ol style="list-style-type: none"> <li>1. Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.</li> <li>2. Students practice explanations and illustrations for learning in a variety of ways. Students see, question, and interpret ideas from diverse perspectives.</li> <li>3. Students actively engage in tasks that are meaningful, reflect their own life experiences, and are directly related to the learning targets.</li> <li>4. Students engage in a variety of learning tasks, such as direct, indirect, cooperative, and independent. Students know how to articulate, demonstrate, and apply the appropriate skills and strategies to be successful in each type of learning task.</li> </ol>	<ul style="list-style-type: none"> <li>• Students have limited awareness of different learning approaches and the implications for their learning. Students experience little accommodation for individual learning needs.</li> <li>• Students explore explanations of key ideas and concepts from one perspective.</li> <li>• Students engage in activities without direct knowledge of how they are related to the learning targets or their lives.</li> <li>• Students use a limited number of strategies while practicing their learning. Student work is primarily</li> </ul>

	<p>5. Students engage in making learning choices; pursue knowledge on their own; and work cooperatively or independently to develop, research, and complete learning tasks.</p>	<p>done in isolation with only occasional assistance from peers.</p> <ul style="list-style-type: none"> <li>• Students participate in predetermined learning tasks with little or no personal investment.</li> </ul>
<p>1 (b) using a variety of assessment strategies and data to monitor and improve instruction</p>	<ol style="list-style-type: none"> <li>1. Students use a variety of assessment tools, and know how those tools measure their performance of the learning targets.</li> <li>2. Students understand the scoring criteria being used, and that the assessment tools being used are fair and equitable.</li> <li>3. Students keep and review with their teacher records of their learning progress to identify <i>their own</i> specific needs for growth</li> <li>4. Students regularly use their work to examine and reflect on their achievement of learning targets. Students set individual goals and outline the steps required to reach those goals.</li> <li>5. Students are regularly guided through strategies to monitor, evaluate, and self-regulate their process of learning and express it verbally and in writing. Students can articulate what worked, what did not, and what they need to do differently next time.</li> <li>6. Students actively work with their teacher to decide how best to demonstrate their progress and capabilities, and to identify their best work.</li> </ol>	<ul style="list-style-type: none"> <li>• Students have limited understanding of the assessments used to evaluate their learning.</li> <li>• Students know that some students may be treated differently in the assessment process, but do not understand why.</li> <li>• Students rely on their teachers to track and record their progress.</li> <li>• Students' source of information about their learning is primarily teacher feedback.</li> <li>• Students are generally only assessed formally, and at the end of units; learning is not consistently monitored so that immediate adjustments can be made. Students have limited knowledge of how to monitor the effectiveness of their learning strategies.</li> <li>• Students' work is primarily assessed by the teacher.</li> </ul>

	<p>7. Students participate in communication with parents/guardians and in decision-making about their learning progress and assessment data.</p> <p>8. Students create and use scoring criteria to assess their own and others' work.</p>	<ul style="list-style-type: none"> <li>• Students have limited experiences in giving and receiving feedback on their work from their peers.</li> <li>• Student participation in communication is limited to bringing home test results, grades, and invitations to parent conferences.</li> </ul>
<p>1 (c) Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.</p>	<p>1. Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior.</p> <p>2. Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.</p> <p>3. Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively.</p> <p>4. Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.</p> <p>5. Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.</p> <p>6. Students display the skills needed to take a leadership</p>	<ul style="list-style-type: none"> <li>• Students are aware of the posted behavior expectations and consequences.</li> <li>• Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries</li> <li>• Students use classroom space, materials, and learning time with little regard for order, for others, or for learning.</li> <li>• Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks.</li> <li>• Students accept practices of exclusion and/or over-attention as a normal part of the learning environment.</li> <li>• Students work in groups to complete various tasks without special training in how to work collaboratively. Students</li> </ul>

	<p>role in some part of collaborative work.</p>	<p>take either leadership or passive roles, depending on their comfort level.</p>
<p>1 (d) designing and/or adapting challenging curriculum that is based on the diverse needs of each student</p>	<ol style="list-style-type: none"> <li>1. Students can articulate the required learning targets.</li> <li>2. Students know what is needed to move to the next level of performance.</li> <li>3. Students are aware of and utilize resources for assistance, remediation, acceleration, or enrichment, as appropriate.</li> <li>4. Students articulate how the new learning builds on their prior knowledge and individual needs. Students understand the importance of their learning and why it is useful to them.</li> <li>5. Students engage in high- level thinking skills, demonstrating a variety of strategies to analyze information and solve problems.</li> <li>6. Students reflect on their thinking strategies, communicate what strategies worked well and what strategies did not, and adjust as necessary.</li> </ol>	<ul style="list-style-type: none"> <li>• Students work on assignments with limited knowledge of the related learning targets</li> <li>• Students are unaware of the progression of steps to successfully reach the learning targets.</li> <li>• Students have little awareness of the options they have to get support when needed.</li> <li>• Students have limited awareness of how the learning is useful to them or in what ways the required tasks will help them in their own lives.</li> <li>• Students use a narrow range of thinking strategies and can complete learning activities without engaging in high-level thinking processes.</li> <li>• Students have limited ways to monitor the effectiveness of their thinking strategies.</li> </ul>
<p>1 (e) demonstrating cultural sensitivity in teaching and in relationships with students,</p>	<ol style="list-style-type: none"> <li>1. Students listen to all group members and are learning to respect and value divergent ideas while settling differences through compromise.</li> </ol>	<ul style="list-style-type: none"> <li>• Students work in groups, and group leaders do the majority of the speaking and working.</li> </ul>

<p>families, and community members.</p>	<p>2. Students regularly experience cultural diversity through learning materials and activities. They demonstrate culturally diverse knowledge, attitudes, and skills in their learning/daily lives. Students are supported with resources from a wide range of cultural communities.</p> <p>3. Students share cultural traditions and customs that reflect their varied backgrounds and experiences. They consistently use respectful language and behavior toward their own and other's cultural identities.</p> <p>4. Students of all cultural backgrounds are able to connect <i>personal</i> experiences to new learning.</p> <p>5. Students articulate criteria to differentiate between culturally respectful/demeaning wording and portrayals found in media, print and other resources. They use the criteria to analyze their learning resources and interactions.</p>	<ul style="list-style-type: none"> <li>● Students engage in learning that demonstrates the values of the dominant culture, with limited acknowledgement of others, and are rarely exposed to other cultures.</li> <li>● Students have limited opportunities to share their personal cultures, discuss bias and prejudice, or develop attitudes of respect.</li> <li>● Students have limited opportunities to relate their cultural background to learning activities.</li> <li>● Students have limited opportunities to know about culturally demeaning messages that may be present in books or other materials they use.</li> </ul>
<p>1 (f) integrating technology into instruction and assessment</p>	<p>1. Students use a variety of technological skills and select technologies appropriate to instructional and assessment tasks.</p> <p>2. Students use technology as a tool to enhance learning, increase personal productivity and foster self-expression.</p> <p>3. Students learn and demonstrate the responsible and ethical use of technology.</p>	<ul style="list-style-type: none"> <li>● Students have limited opportunities to learn to use available technologies.</li> <li>● Students use technology as a separate experience from other content.</li> <li>● Students use technology under supervision.</li> </ul>
<p>1 (g) informing, involving,</p>	<p>1. The teacher uses effective structures to form partnerships with parents and families in order to support student</p>	<ul style="list-style-type: none"> <li>● The teacher sends home report cards and invitations to parent conferences,</li> </ul>

<p>and collaborating with families and community members as partners in each student’s educational process, including using information about student achievement and performance.</p>	<p>learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.</p> <p>2. The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.</p> <p>3. The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.</p> <p>4. The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.</p>	<p>but no other significant attempts to communicate with parents occur.</p> <ul style="list-style-type: none"> <li>• The teacher uses only a grade book to gather, record, and report student progress.</li> <li>• The teacher has little information on special needs of the traditionally underserved populations, and all students receive the same learning and assessment processes.</li> <li>• The teacher provides only summative reports to parents in the form of report cards and district or state test scores to notify families of student learning progress.</li> </ul>
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**II. Professional Development**

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
<p>2 (a) evaluating the effects of his/her teaching through feedback and reflection</p>	<p>1. The teacher conducts assessments during instruction to monitor student understanding and makes immediate adjustments to instruction as necessary.</p> <p>2. The teacher uses multiple sources of classroom-based summative assessments, including school, district, and state data, to strengthen what worked well, identify needed changes, and make necessary instructional adjustments.</p> <p>3. The teacher systematically seeks and receives feedback</p>	<ul style="list-style-type: none"> <li>• The teacher plans and delivers instruction without monitoring student understanding and modifying instruction as necessary.</li> <li>• The teacher makes instructional decisions without reading, interpreting, or using classroom, district, school, or state summative or formative data.</li> </ul>

	<p>from a variety of sources, including parents, students, peers, and administrators. The teacher engages in reflective analysis of the best use of the information, and determines the appropriate response.</p>	<ul style="list-style-type: none"> <li>• The teacher receives feedback from others and responds to it.</li> </ul>
<p>2 (b) using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities</p>	<ol style="list-style-type: none"> <li>1. The teacher uses criteria, including education research and professional standards, to assess professional performance and to set professional goals. The teacher's goals are evolving and s/he adapts them to respond to new information and experiences.</li> <li>2. The teacher develops a comprehensive learning plan for each growth area, realistic methods for obtaining that growth, and a clearly articulated timeline of anticipated activities and resources.</li> <li>3. The teacher collects evidence that illustrates how student learning opportunities and achievement are connected with the teacher's professional growth efforts.</li> </ol>	<ul style="list-style-type: none"> <li>• The teacher uses a limited range of resources to inform the analysis of his/her teaching practices. S/he primarily bases growth on own intuition and interpretation of classroom experiences.</li> <li>• The teacher does not adequately or realistically plan for professional growth, or does not follow through on plans.</li> <li>• The teacher relies on her/his own experiences and is not influenced by external feedback.</li> </ul>
<p>2 (c) remaining current in subject area(s), theories, practice, research, and ethical practice</p>	<ol style="list-style-type: none"> <li>1. The teacher consistently demonstrates depth and breadth of knowledge for each content area s/he teaches, and can articulate the scope and progression of student learning.</li> <li>2. The teacher consistently demonstrates knowledge and understanding of the Essential Learnings and/or Grade Level Expectations and connects them to the content and processes required for students to meet the standards.</li> <li>3. The teacher articulates the connection between intentional research-based decisions and their impact on student learning.</li> </ol>	<ul style="list-style-type: none"> <li>• The teacher is learning the content for each subject while teaching to the students.</li> <li>• The teacher has limited knowledge of the Essential Academic Learnings (EALRs) and inconsistently matches lessons to the Grade Level Expectations (GLEs).</li> <li>• The teacher has limited knowledge of research-based teaching practices and limited ability to apply those practices to</li> </ul>

student learning.

### III. Professional Contributions

Standards/Criteria	At Standard Descriptions	Standard Not Yet Met
<p>3 (a) Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and</p>	<p>1. The teacher identifies educational issues and raises awareness in order to support improved learning for all students. The teacher reflects on the effectiveness of the action(s) taken.</p>	<ul style="list-style-type: none"><li>• The teacher does not advocate for improved learning for students.</li></ul>
<p>3 (b) participating collaboratively in school improvement activities and contributing to collegial decision-making</p>	<p>1. The teacher uses performance data and research of best practice to participate in collegial efforts to ensure optimum implementation of the instructional program.</p> <p>2. The teacher honors school-wide agreements and expectations in support of school improvement efforts. The teacher shares responsibility for nurturing positive relationships and crafting a safe environment where autonomy, belonging, and competence are experienced by all.</p> <p>3. The teacher applies effective collaboration and communication strategies in a group decision-making context.</p> <p>4. The teacher gains knowledge from the professional teaching community and/or community organizations and shares with colleagues.</p>	<ul style="list-style-type: none"><li>• The teacher's efforts to improve instructional programs relate to his/her classroom only.</li><li>• The teacher attends required staff meetings.</li><li>• The teacher has limited awareness of relevant professional and/or community organizations.</li><li>• The teacher attends meetings and discusses ideas with some staff.</li></ul>