

Professional Learning for Teacher Effectiveness™

Course Description

Professional Learning for Teacher Effectiveness™ provides educators with research-based theories and specific classroom strategies that support each of the 22 components in Danielson's *Framework for Teaching Evaluation Instrument*. Participants explore best practices in the domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Participants develop an action plan for improving teacher practice in each domain and, as a result, enhance their expertise and performance as they ready themselves for teacher evaluations.

Digital vs. Printed Course Materials

Please note:

- There is a **required** \$10 material fee that provides access to digital course materials.* (The digital materials are identical to the printed materials.)
- You have the **option** to purchase a printed manual (and other printed corresponding materials) for an additional \$30.

**After you register and your class is confirmed, you will receive a confirmation letter outlining how to access digital materials. If you choose digital materials (no printed materials), there may be a small file of pages you will need to print and bring to class. You will also need to access these digital materials during the course, so be prepared to bring your own device (B.Y.O.D.) to each class. If you pre-ordered a printed manual, it will be provided to you on the first day of class.*

Required Text

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual.

In addition, on the first day of class you will need The Framework for Teaching Evaluation Instrument (2013 Edition) which you can obtain in one of the following ways:

- Access <https://www.danielsongroup.org/framework/> and click the "Download" button. Once you register, you can download a **free** PDF of the

Framework for Teaching Evaluation Instrument (2013 Edition), which you can then save and/or print.

OR

- Purchase a hard copy of *The Framework for Teaching Evaluation Instrument* (2013 Edition) at <https://www.amazon.com>. Prices vary depending on condition and availability.

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Apply course-related, research-based theory and strategies to the classroom and teacher practice.
2. Improve teacher practice and expertise by reflecting on teaching and seeking opportunities to grow professionally.
3. Conduct an analysis of *Domain 1: Planning and Preparation* for the purpose of enhancing teacher practice and expertise.
4. Conduct an analysis of *Domain 2: The Classroom Environment* for the purpose of enhancing teacher practice and expertise.
5. Conduct an analysis of *Domain 3: Instruction* for the purpose of enhancing teacher practice and expertise.
6. Conduct an analysis of *Domain 4: Professional Responsibilities* for the purpose of enhancing teacher practice and expertise.
7. Research and present course-related content and pedagogy to colleagues to enhance teacher practice and expertise.
8. Develop an action plan for teacher effectiveness that extends teacher practice to the higher levels of performance.

Institutional Outcomes

(To be listed here)

Course Topic Outline

List of Concepts

Introduction

Establish a positive community of learners; course overview and introduction; identify the important elements and indicators of Domain 1 using the Sentence-Phrase-Words thinking routine; identify the important elements and indicators of Domain 2 using the Explanation-Examples-Expression thinking routine; match the important elements with the corresponding indicators in Domain 3; create a concept map of the important elements and indicators for Domain 4; establish a process to facilitate change to the higher levels of performance using The Change Reaction for Change process; improve teacher practice by reflecting on current practices and new expertise; expand expertise by researching course-related methods, strategies, and activities not included in the course, research and critique of educational literature and resources.

Domain 1: Planning and Preparation

Examine the research that supports this domain. Examine the “Distinguished” and “Proficient” criteria for each component in this domain.

1a Topics: Distinguish among content knowledge, content pedagogy, and educational pedagogy; discuss learning opportunities that address each; use a content and pedagogy lesson map to analyze lessons specific to one’s content area and grade level for areas where knowledge and expertise need to be enhanced; investigate strategies that address student misconceptions; establish a network of mentors and experts; improve teacher practice by reflecting on current practices and identifying areas in need of more expertise.

1b Topics: Discuss the theory of Universal Design for Learning and multiple pathways for learning; complete a sensory styles inventory and identify which sensory styles are evident and need more attention when designing lessons; explore strategies that provide multiple means of representation, action and expression, and engagement; evaluate one’s cultural diversity in the classroom; examine cultural competence in one’s classroom as it relates to the environment, learning activities, resources, media, assignments, and assessments; improve teacher practice by reflecting on current practices and new expertise.

1c Topics: Compare and contrast instructional outcomes from the perspective of various stakeholders (administrators, teachers, students); establish instructional outcomes at differentiated levels of ability (foundational, developmental, mastery); utilize learning targets to identify learning outcomes; analyze and develop differentiated learning targets at various levels of thinking based on Bloom’s Taxonomy; examine lessons

**Domain 1:
Planning and
Preparation**

with differentiated learning targets; design a lesson with differentiated learning targets; improve teacher practice by reflecting on current practices and identifying progress in this area.

1d Topics: Identify the benefits of and barriers to utilizing instructional resources for both students and educators; categorize the types of educational resources; investigate Web resources based on resource categories using personal electronic devices; identify which categories need more attention in one's classroom; improve teacher practice by reflecting on current practices and identifying areas in need of improvement.

1e Topics: Discuss what makes learning meaningful; examine Webb's Depth of Knowledge as a way to design instruction at various levels of cognitive rigor and the leveled activities that support each level; utilize the flow zone learning model (Inspire Curiosity, Instruct Content, Involve Learners, and Instill Meaning) as a design structure for lessons; experience a flow zone learning lesson on maxims; design a flow zone learning lesson for one's classroom; improve teacher practice by reflecting on current practices and new expertise.

1f Topics: Self-assess one's use of various forms of assessment; discuss the various types of assessment and the purpose of each (summative, formative, authentic, screening, diagnostic, progress monitoring, and benchmark); examine alignment criteria among outcomes, activities, assessments, and rubrics (consistent language, representative tasks, focused and tight, and appropriately weighted); evaluate scenarios to determine the alignment of learning outcomes, activities, assessments, and rubrics; discuss the pros and cons of student-created rubrics; design formative assessments used before, during, and after instruction to guide instruction; evaluate classroom scenarios for each component in Domain 1 to determine the level of performance.

Conduct an analysis of the components in *Domain 1: Planning and Preparation*, make comparisons between the higher levels of performance and one's own practices, identify strengths and challenges, and indicate what needs to be done to enhance or improve teacher effectiveness. Create an action plan for teacher effectiveness by incorporating the higher levels of performance of Domain 1 into a lesson and identify pedagogy or strategies in this domain that are most relevant to one's practice or classroom.

Domain 2: The Classroom Environment

Examine the research that supports this domain. Examine the “Distinguished” and “Proficient” criteria for each component in this domain.

2a Topics: Illustrate one’s attitude toward learning and working together, discuss what students need (significance; acceptance; belonging; and physical, emotional, and intellectual safety); discuss the benefits of building a community of learners; design a community building activity for the classroom, explore various social-emotional (SEL) programs and discuss their contribution to the classroom environment; discuss expectations for interactions between teacher and students (mutual respect, listen and observe, explore a deeper understanding, respond vs. react, and communicate in a positive, respectful manner); discuss expectations for interactions among students and practice strategies using case studies; improve teacher practice by reflecting on current practices and new expertise.

2b Topics: Discuss memorable learning experiences; discuss beliefs in ability to learn, self-efficacy, self-esteem, fixed and growth mindset, and attribution of success or failure (ability, difficulty, luck, and effort); explore strategies that support self-directed learning (self-monitoring, self-managing, and self-modifying); discuss the use of the SUCCESS equation to develop positive beliefs in ability to learn; brainstorm classroom-applicable strategies that foster positive beliefs in ability to learn and establish a culture for learning; improve teacher practice by reflecting on current practices and new expertise.

2c Topics: Evaluate one’s current classroom routines and procedures; investigate guidelines for establishing procedures (make expectations clear, limit procedures, teach procedures, and hold students accountable); write a procedure for the classroom; utilize the Explain-Rehearse-Reinforce process for teaching procedures and develop a plan for teaching a procedure using this process; explore strategies for effective group transitions (focus attention, set expectations, give directions, signal movement, and observe and monitor); brainstorm ways to form various grouping structures and identify the purpose of each; improve teacher practice by reflecting on current practices and new expertise.

2d Topics: Discuss disruptive student behaviors; compare and contrast behaviors vs. inferences; explore proactive strategies for managing student behavior (rules and cornerstone statements); explore responsive practices for managing student behavior (minor, moderate, and major levels of responding to misbehavior); evaluate the level of response and strategy to use

Domain 2: The Classroom Environment

for various classroom behavior scenarios; examine the red light/green light strategy for managing student behavior and make specific applications to the classroom by writing red light/green light statements; improve teacher practice by reflecting on current practices and new expertise.

2e Topics: Discuss enriched learning environments; explore the components of an enriched classroom environment; explore strategies for organizing the physical environment; evaluate the most effective arrangement for various instructional methodologies; improve teacher practice by reflecting on current practices and new expertise; evaluate classroom scenarios for each component in Domain 2 to determine the level of performance.

Conduct an analysis of the components in *Domain 2: The Classroom Environment*, make comparisons between the higher levels of performance and one's own practices, identify strengths and challenges, and indicate what needs to be done to enhance or improve teacher effectiveness. Create an action plan for teacher effectiveness by incorporating the higher levels of performance of Domain 2 into a lesson and identify pedagogy or strategies in this domain that are most relevant to one's practice or classroom.

Domain 3: Instruction

Examine the research that supports this domain. Examine the "Distinguished" and "Proficient" criteria for each component in this domain.

3a Topics: Evaluate one's current practice for communicating learning expectations; discuss strategies for communicating learning outcomes using learning targets and "I can" statements; examine and create a teacher concept map for clear and vivid delivery of lesson content; explore strategies for building background (schema) and communicating expectations with clear directions (focus attention, communicate grouping structure, review directions, and communicate resources and strategies); improve teacher practice by reflecting on current practices and new expertise.

3c Topics: Evaluate the level of student engagement in classroom activities that have been successful and unsuccessful; discuss the level of student engagement based on engagement criteria (depth of knowledge, levels of thinking, perceptual style, learning preferences, choice, grouping, movement, readiness level, levels of support, pacing, and structure); discuss the importance of providing multiple pathways for learning to engage students using the Universal Design for Learning model; examine ways to provide multiple means of action, expression, and curriculum; experience a flow zone learning lesson (The

**Domain 3:
Instruction**

Discovery) that is “minds-on” and “hands-on” and includes: a sharing of personal experiences; writing tips and strategies; the See-Think-Wonder and Headlines thinking routines; completing tasks and activities using a multiple intelligences choice board; and discussing reflection questions; evaluate the level of engagement in The Discovery activity; improve teacher practice by reflecting on current practices and new expertise.

3d Topics: Share one’s most effective formative assessments; research and discuss the effectiveness of various rubrics in communicating clear expectations of quality; explore strategies for effective feedback, self-monitoring, self-assessment, and peer-assessment; develop a self-assessment or feedback activity; improve teacher practice by reflecting on current practices and new expertise.

3e Topics: Discuss the use of teachable moments; explore strategies for both the teacher making major, minor, and mid-course instructional adjustments and the student choosing effective learning strategies; explore alternative strategies and supports: appropriately challenging work, tiered interventions, and scaffolding utilizing a choice board and peer-teaching; improve teacher practice by reflecting on current practices and new expertise; evaluate classroom scenarios for each component in Domain 3 to determine the level of performance.

Conduct an analysis of the components in *Domain 3: Instruction*, make comparisons between the higher levels of performance and one’s own practices, identify strengths and challenges, and indicate what needs to be done to enhance or improve teacher effectiveness. Create an action plan for teacher effectiveness by incorporating the higher levels of performance of Domain 3 into a lesson and identify pedagogy or strategies in this domain that are most relevant to one’s practice or classroom. Present and share methods, strategies, and activities with colleagues to expand teacher effectiveness and expertise.

**Domain 4:
Professional
Responsibilities**

Examine the research that supports this domain. Examine the “Distinguished” and “Proficient” criteria for each component in this domain.

4a: Self-assess one’s methods for reflecting on teaching; explore journaling and other strategies for self-analysis, use question storming to brainstorm methods for lesson analysis; develop methods for making adjustments and improvements to instruction; utilize strategies for student feedback to guide instruction; view a video on instructional/technology coaching and discuss ways to integrate technology into the classroom;

**Domain 4:
Professional
Responsibilities**

access support systems through peer coaching; improve teacher practice by reflecting on current practices and new expertise.

4b: Discuss the benefits of maintaining accurate records; explore strategies for grading various instructional tasks; explore strategies for records maintained by students (progress monitoring, portfolios; planners, journals, and noninstructional recordkeeping); develop a plan for maintaining accurate instructional and noninstructional records; improve teacher practice by reflecting on current practices and new expertise.

4c: Evaluating the various components of diversity in the classroom; explore and peer-teach Epstein's Six Types of Parent Involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community; improve teacher practice by reflecting on current practices and new expertise.

4d: Evaluate one's current professional learning communities; explore professional meetings, professional development, projects, and professional learning communities (PLCs) as methods for participating in the professional community; contribute to and participate in a professional learning community simulation by sharing one's Action Plan for Teacher Effectiveness; improve teacher practice by reflecting on current practices and new expertise.

4e: Discuss one's visions of teaching and success; evaluate one's professional aspirations and identify ways to grow professionally; explore opportunities for peer coaching and peer observations to develop skills in accordance with Gordon's Skill Development Ladder; improve teacher practice by reflecting on current practices and new expertise.

4f: Evaluate one's professionalism; discuss professional conduct expectations regarding conduct toward students, conduct toward practices and performance, conduct toward professional colleagues, and conduct toward parents and community; analyze and discuss examples of adherence to and infractions of conduct expectations; illustrate one's concept of professionalism; improve teacher practice by reflecting on current practices and new expertise; evaluate classroom scenarios for each component in Domain 4 to determine the level of performance.

Conduct an analysis of the components in *Domain 4: Professional Responsibilities*, make comparisons between the higher levels of performance and one's own practices, identify strengths and challenges, and indicate what needs to be done to enhance or improve teacher effectiveness.

Domain 4: Professional Responsibilities Create an action plan for teacher effectiveness by incorporating the higher levels of performance of Domain 4 into a lesson and identify pedagogy or strategies in this domain that are most relevant to one’s practice or classroom.

Course Closing: Work collaboratively to create a domain logo and tag line that captures the essence of a designated domain.

Course Portfolio Assessments
Correlations to Institutional Outcomes and Course Outcomes

Throughout the course, participants complete four assessments and a multi-component Action Research Project. The Action Research Project is 50% of the final grade and the Assessments are 50% of the final grade. Grades are assigned in accordance with the rubric for each assessment. Criteria specific to each assessment will be explained in conjunction with the instructional activities.

Course Portfolio	Pts.	Correlations to Course Outcomes	Correlations to Institutional Outcomes
Action Research 1: Resource Reviews [3 Reviews of Educational Resources]	30	Outcome 1	
Action Research 2: Expanding Expertise [Research, Web Search, and Application]	40	Outcome 7	
Action Research 3: Action Plan for Teacher Effectiveness [Synthesis and Implementation]	30	Outcome 8	
Action Research Total	100		
Assessment 1: Domain 1—Planning and Preparation	25	Outcomes 2 and 3	
Assessment 2: Domain 2—The Classroom Environment	25	Outcomes 2 and 4	
Assessment 3: Domain 3—Instruction	25	Outcomes 2 and 5	
Assessment 4: Domain 4—Professional Responsibilities	25	Outcomes 2 and 6	
Assessments Total	100		
Course Portfolio Assessments Total	200		

Instructional Materials

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

Instructional Methodology

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecture bursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

Evaluation

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

Grading Policy

(To be listed here)

Absence and Tardy Policy

(To be listed)

PLS 3rd Learning's Academic Integrity Policy

PLS 3rd Learning expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS 3rd Learning instructors. The following are considered to be serious violations:

- Plagiarism: the use of another’s ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.
- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.
- Self-plagiarism: submitting work previously presented for another course.
Course projects must be unique to each course unless permission is granted by both instructors for using a previously-submitted or simultaneously-submitted project or portion thereof.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

Identity Authentication

The college/university, PLS 3rd Learning, and students share a joint responsibility to ensure that each student’s contribution in a course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to a course created with the students’ computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS 3rd Learning Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by PLS 3rd Learning, and reporting breaches of the security policy to the IT Helpdesk.

Participant Professionalism Policy

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

Alignments to Danielson's Framework for Teaching Evaluation Instrument

Each PLS 3rd Learning course is aligned to the components in Danielson's *Framework for Teaching Evaluation Instrument*. The alignments for this course are listed below.

DOMAIN 1: PLANNING AND PREPARATION

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in the Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Course Outcome Correlations with Model Core Teaching Standards (InTASC)

Course Outcomes

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1, 2, 3, 4, 5, 6, 7, 8

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

1, 2, 3, 4, 5, 6, 7, 8

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

1, 2, 3, 4, 5, 6, 7, 8

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

1, 2, 3, 4, 5, 6, 7, 8

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

1, 2, 3, 5, 7

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

1, 2, 3, 5, 7, 8**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

1, 2, 3, 5, 7, 8**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

1, 2, 4, 6, 7, 8**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1, 2, 4, 6, 7, 8

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org/intasc>

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Course Outcome Correlations with National Board for Professional Teaching (NBPTS) Five Core Propositions

Proposition 1: Teachers are Committed to Students and Their Learning.	Course Outcomes
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 3, 4, 5, 7, 8
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 3, 4, 5, 7, 8
NBCTs understand how students develop and learn.	1, 2, 3, 4, 5, 7, 8
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 4, 5, 6, 7, 8
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 3, 4, 5, 7, 8
NBCTs are also concerned with the development of character and civic responsibility.	1, 2, 3, 4, 5, 6, 7, 8
Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 3, 4, 5, 6, 7, 8
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 3, 4, 5, 7, 8
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 7, 8
Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 5, 7, 8
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 3, 4, 5, 7, 8

NBCTs know how to assess the progress of individual students as well as the class as a whole. **1, 2, 3, 5, 7**

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents. **1, 2, 3, 5, 7**

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. **1, 2, 3, 4, 5, 6, 7, 8**

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. **1, 2, 3, 4, 5, 6, 7, 8**

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. **1, 2, 3, 4, 5, 6, 7, 8**

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning. **1, 2, 3, 4, 5, 6, 7, 8**

They are leaders and actively know how to seek and build partnerships with community groups and businesses. **1, 2, 6, 7, 8**

They work with other professionals on instructional policy, curriculum development and staff development. **1, 6, 7, 8**

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. **—**

They know how to work collaboratively with parents to engage them productively in the work of the school. **1, 2, 4, 6, 7, 8**

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