

OHIO STANDARDS FOR THE TEACHING PROFESSION

Introduction to the Ohio Standards

The research is clear; what matters most is the quality of the teacher who we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning and achievement. 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.

In the Standards for the Teaching Profession, seven standards are delineated under three larger organizers. Each of the seven Standards is a broad category of teacher knowledge and skills. Within each Standard are Elements. The Elements are the statements of what teachers should know, think and do to be effective teachers

THE FOCUS OF TEACHING AND LEARNING

Standard 1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.

- 1.1 Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.
- 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 and students with disabilities in order to assist in appropriate identification, instruction, and intervention.

Standard 2. Content: Teachers know and understand the content area for which they have instructional responsibility.

- 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies
- 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.

Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- 3.1 Knowledgeable about assessment types, purposes, and resulting data
- 3.2 Select, develop, and use variety of assessments
- 3.3 Analyze data to monitor student progress, & to plan, differentiate, & modify instruction
- 3.4 Collaborate and communicate student progress with students, parents, & colleagues
- 3.5 Involve learners in self-assessment & goal setting

Standard 4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- 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 and students with disabilities.
- 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.

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.

- 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 or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

TEACHING AS A PROFESSION

Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

- 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.

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.

- 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.