

TEACHER (Continued)

**PANHANDLE AREA EDUCATIONAL CONSORTIUM
COMPREHENSIVE PROTOTYPE ASSESSMENT
CORRELATION OF STANDARDS**

TEACHER

Job Context Service Category: PLANNING / PREPARATION

Accomplished Practices:

8. Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.
10. Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.

Generic Competencies:

10. Identifies long-range goals for a given subject area.
11. Constructs and sequences related short-range objectives for a given subject area.
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.
13. Selects / develops and sequences learning activities that are appropriate to instructional objectives and student needs.
14. Uses class time efficiently.

Essential Performance Responsibilities:

- * (1) Create or select long-range plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities.
- * (2) Define goals and objectives for unit and daily plans.
- * (3) Sequence content and activities appropriately.
- * (4) Identify specific intended learning outcomes which are challenging, meaningful, and measurable.
- * (5) Revise plans based on student needs.
- * (6) Plan and prepare a variety of learning activities considering individual student culture, learning styles, special needs, and socio-economic background.
- * (7) Develop or select instructional activities which foster active involvement of students in the learning process.
- * (8) Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission.
- * (9) Select, develop, modify, and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds, and special needs.

Job Context Service Category: CLIMATE / LEARNING ENVIRONMENT

Accomplished Practices:

5. Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
7. Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
9. Learning Environments: Creates and maintains positive learning environments in which students actively engage in learning, social interaction, cooperative learning, and self-motivation.

Generic Competencies:

2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic and economic groups.
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.
7. Formulates a standard for student behavior in the classroom.
8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.
16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices.
21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus.
25. Establishes a testing environment in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance.

Essential Performance Responsibilities:

- *(10) Establish and maintain a positive, organized, and safe learning environment.
- *(11) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- *(12) Maintain a clean attractive learning environment.
- *(13) Maintain academic focus by using a variety of motivational techniques.
- *(14) Establish and use behavior management techniques which are appropriate and effective.
- *(15) Establish routines and procedures and work with students on consistently following them.
- *(16) Create a learning climate that is challenging yet non-threatening.

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- *(17) Maintain instructional momentum with smooth and efficient transitions from one activity to another.
- *(18) Establish appropriate testing environment and ensure test security.

Job Context Service Category: ADMINISTRATION / MANAGEMENT

Accomplished Practices:

- 7. Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
- 9. Learning Environments: Creates and maintains positive learning environments in which students actively engage in learning, social interaction, cooperative learning, and self-motivation.

Generic Competencies:

- 7. Formulates a standard for student behavior in the classroom.
- 8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum.
- 14. Uses class time efficiently.
- 26. Utilizes an effective system for maintaining records of student and class progress.

Essential Performance Responsibilities:

- *(19) Establish and maintain effective and efficient record keeping procedures.
- *(20) Manage time effectively.
- *(21) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- *(22) Manage materials and equipment effectively.
- *(23) Organize materials for efficient distribution and collection.
- *(24) Instruct and supervise the work of volunteers and aides when assigned.
- *(25) Assist in enforcement of school rules, administrative regulations, and Board policy.

Job Context Service Category: ASSESSMENT / EVALUATION

Accomplished Practices:

- 1. Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

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Generic Competencies:

9. Determines the entry level of knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.
20. Provides appropriate practices to promote learning and retention.
22. Uses feedback procedures that give information to students about the appropriateness of their response(s).
24. Constructs or assembles classroom tests and tasks to measure student achievement of objectives.
25. Establishes a testing environment in which students can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance.
26. Utilizes an effective system for maintaining records of student and class progress.

Essential Performance Responsibilities:

- *(26) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- *(27) Interpret and use data (including, but not limited to, standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- *(28) Use on-going assessment to monitor student progress, verify that learning is occurring, and adjust curriculum and instruction.
- *(29) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
- *(30) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
- *(31) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- *(32) Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
- *(33) Evaluate the effectiveness of instructional units and teaching strategies.

Job Context Service Category: INTERVENTION / DIRECT SERVICES

Accomplished Practices:

2. Communication: Uses effective communication techniques with students and all other stakeholders.
4. Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

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5. *Diversity*: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
7. *Human Development and Learning*: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
8. *Knowledge of Subject Matter*: Demonstrates knowledge and understanding of the subject matter.
9. *Learning Environments*: Creates and maintains positive learning environments in which students actively engage in learning, social interaction, cooperative learning, and self-motivation.
11. *Role of the Teacher*: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
12. *Technology*: Uses appropriate technology in teaching and learning.

Generic Competencies:

1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about these needs.
2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic and economic groups.
3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.
16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices.
17. Presents forms of knowledge such as concepts, laws, and law-like principles, academic rules and value knowledge.
18. Presents directions appropriate for carrying out an instructional activity.
19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques.
20. Provides appropriate practices to promote learning and retention.
21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus.
22. Uses feedback procedures that give information to students about the appropriateness of their response(s).
23. Conducts reviews of subject matter.
27. Uses computers in education.

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Essential Performance Responsibilities:

- *(34) Demonstrate knowledge and understanding of curriculum content.
- *(35) Communicate high expectations for learning for all students.
- *(36) Apply principles of learning and effective teaching in instructional delivery.
- *(37) Monitor learning activities, providing feedback and reinforcement to students.
- *(38) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- *(39) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- *(40) Use appropriate materials, technology, and resources to help meet learning needs of all students.
- *(41) Assist students in accessing, interpreting, and evaluating information from multiple sources.
- *(42) Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
- *(43) Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
- *(44) Provide instruction on safety procedures and proper handling of materials and equipment.
- *(45) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.

Job Context Service Category: COLLABORATION

Accomplished Practices:

- 2. ***Communication:*** Uses effective communication techniques with students and all other stakeholders.
- 5. ***Diversify:*** Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
- 11. ***Role of the Teacher:*** Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Generic Competencies:

- 2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic and economic groups.
- 4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.

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5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.
6. Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.
15. Communicates effectively using verbal and non-verbal skills.
21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus.

Essential Performance Responsibilities:

- *(46) Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
- *(47) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
- *(48) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- *(49) Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
- *(50) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

***Job Context Service Category:* STAFF DEVELOPMENT**

Accomplished Practices:

3. *Continuous Improvement:* Engages in continuous professional quality improvement for self and school.

Generic Competencies:

None

Essential Performance Responsibilities:

- *(51) Engage in continuing improvement of professional knowledge and skills.
- *(52) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- *(53) Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
- *(54) Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.

Job Context Service Category: PROFESSIONAL RESPONSIBILITIES

Accomplished Practices:

6. Code of Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Generic Competencies:

28. Code of Ethics.

Essential Performance Responsibilities:

- *(55) Act in a professional and ethical manner and adhere at all times to the Code of Ethics and Principles of Professional Conduct.
- *(56) Perform assigned duties.
- *(57) Demonstrate attention to punctuality, attendance, records, and reports.
- *(58) Maintain confidentiality of student and other professional information.
- *(59) Comply with policies, procedures, and programs.
- *(60) Exercise appropriate professional judgment.
- *(61) Support school improvement initiatives by active participation in school activities, services, and programs.
- (62) Perform other incidental tasks consistent with the goals and objectives of this position.

Job Context Service Category: STUDENT GROWTH / ACHIEVEMENT

Accomplished Practices:

1. Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
4. Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
5. Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.
7. Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
8. Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.

TEACHER (Continued)

9. *Learning Environments:* Creates and maintains positive learning environments in which students actively engage in learning, social interaction, cooperative learning, and self-motivation.
11. *Role of the Teacher:* Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
12. *Technology:* Uses appropriate technology in teaching and learning.

Generic Competencies:

1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about these needs.
2. Enhances students' feelings of dignity and self-worth and the worth of other people including those from other ethnic, cultural, linguistic and economic groups.
9. Determines the entry level of knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.
10. Identifies long-range goals for a given subject area.
11. Constructs and sequences related short-range objectives for a given subject area.
12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.
13. Selects / develops and sequences learning activities that are appropriate to instructional objectives and student needs.
15. Communicates effectively using verbal and non-verbal skills.
16. Creates and maintains academic focus by using verbal, non-verbal, and/or visual motivational devices.
17. Presents forms of knowledge such as concepts, laws, and law-like principles, academic rules and value knowledge.
18. Presents directions appropriate for carrying out an instructional activity.
19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques.
20. Provides appropriate practices to promote learning and retention.
21. Relates to students' verbal communications in ways that encourage participation and maintain academic focus.
22. Uses feedback procedures that give information to students about the appropriateness of their response(s).
23. Conducts reviews of subject matter.
24. Constructs or assembles classroom tests and tasks to measure student achievement of objectives.

TEACHER (Continued)

25. Establishes a testing environment in which student can validly demonstrate their knowledge and skills and receive adequate information about the quality of their test performance.
26. Utilizes an effective system for maintaining records of student and class progress.
27. Uses computers in education.

Essential Performance Responsibilities:

- *(63) Ensure that student growth/achievement is continuous and appropriate for age group, subject area, and/or student program classification.