

*Virginia Department of Education
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Virginia Standards for the Professional Practice of Teachers



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***The Virginia Board of Education approved the guidance document, *Virginia Standards for the Professional Practice of Teachers*, to become effective on July 1, 2012; however, school boards and divisions are authorized to implement the standards prior to July 1, 2012.**

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Part 1: Introduction

The *Virginia Standards for the Professional Practice of Teachers* were originally developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. In 2004, a task force comprised of outstanding teachers representing all grade levels, subject area expertise, and regions within the state drafted the initial *Virginia Standards for the Professional Practice of Teachers*. The Virginia Department of Education (VDOE) then hosted focus group meetings in all eight regions of the state to provide opportunities for Virginia educators at the division, school, and higher education levels to provide feedback on the draft standards. Based on their feedback, the standards were revised and adopted by the Virginia Board of Education in 2008 as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

Teaching standards provide a vision for the profession. They define what teachers should know and do. By creating a conceptual model for effective teaching, the standards establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning. The standards should guide the development of all teachers throughout their careers as they continually seek to improve their practice.

In 2010, in response to a growing state and national emphasis on teacher effectiveness, the Virginia Department of Education convened a task force to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The revised *Virginia Standards for the Professional Practice of Teachers* reflect a closer alignment in structure between the two documents to assist educators in using the standards to improve the practice and performance of teachers.

The revised *Virginia Standards for the Professional Practice of Teachers* document is presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health and physical education; and special education. The standards are organized around six interrelated categories of teaching practice.

The *Guidelines for Uniform Performance Standards for Teachers* (revised 2011) include seven performance standards. The seventh performance standard is student academic progress. Within each of the six standards listed below are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

- **Professional Knowledge**
- **Instructional Planning**

- **Instructional Delivery**
- **Assessment of and for Student Learning**
- **Learning Environment**
- **Professionalism**

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follows the same format as the *Virginia Standards for the Professional Practice of Teachers* and builds on the *Virginia Licensure Regulations for School Personnel* and the Virginia Standards of Learning. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, two supplemental documents are provided. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insight through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a check list. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Part 2:

Standards for the Professional Practice of All Teachers

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 2: Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 3: Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

Key Element 3: Teachers plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 4: Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

Key Element 5: Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

Key Element 6: Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers differentiate instruction to accommodate the learning needs of all students.

Key Element 2: Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

Key Element 3: Teachers communicate clearly and check regularly for understanding.

Key Element 4: Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

Key Element 2: Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

Key Element 3: Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

Key Element 4: Teachers set measurable and appropriate goals for students based on baseline data and accept responsibility for providing instruction that will enable students to achieve those goals.

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers create a safe and positive learning environment.

Key Element 2: Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Key Element 3: Teachers develop and maintain rapport with students.

Key Element 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

Key Element 5: Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers work in partnership with families to promote student learning at home and in the school.

Key Element 2: Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers model professional and ethical standards as well as personal integrity in all interactions.

Key Element 4: Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

Key Element 5: Teachers continually reflect on, evaluate, and seek to improve their practice.

Key Element 6: Teachers take responsibility for and participate in a meaningful and continuous process of professional development.

Key Element 7: Teachers effectively use standard oral and written English in all communications.

Part 3: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English

Standard One: Professional Knowledge

Teachers of English demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

Key Element 2: Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English and use this knowledge to establish instructional goals that address appropriate English curriculum standards.

Key Element 3: Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

Key Element 4: Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand student knowledge of themselves and their world.

Key Element 5: Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

Key Element 6: Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

Key Element 7: Teachers of English are knowledgeable in a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Two: Instructional Planning

Teachers of English plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

Key Element 2: Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Standard Three: Instructional Delivery

Teachers of English effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.

Key Element 2: Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

Key Element 3: Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.

Key Element 4: Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Standard Four: Assessment of and for Student Learning

Teachers of English systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Five: Learning Environment

Teachers of English use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills.

Key Element 2: Teachers of English create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills.

Key Element 3: Teachers of English encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Six: Professionalism

Teachers of English maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.

Key Element 2: Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.

Key Element 3: Teachers of English effectively use standard oral and written English in all communications.

Part 4: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of History and Social Science

Standard One: Professional Knowledge

Teachers of history and social science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

Key Element 2: Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

Key Element 3: Teachers of history and social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science*.

Key Element 4: Teachers of history and social science integrate knowledge from history, geography, economics, and civics into their courses, and from other academic disciplines as appropriate.

Key Element 5: Teachers of history and social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

Key Element 6: Teachers of history and social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and the conflicts that exist among these values.

Key Element 7: Teachers of history and social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Key Element 8: Teachers of history and social science demonstrate knowledge of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and world history.

Key Element 9: Teachers of history and social science demonstrate knowledge of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 10: Teachers of history and social science demonstrate knowledge of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 11: Teachers of history and social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Two: Instructional Planning

Teachers of history and social science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of history and social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science*.

Key Element 2: Teachers of history and social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history and social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history and social science connect content and activities to personal or real world experiences.

Standard Three: Instructional Delivery

Teachers of history and social science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of history and social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 2: Teachers of history and social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and drawing conclusions on public issues.

Standard Four: Assessment of and for Student Learning

Teachers of history and social science systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of history and social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Five: Learning Environment

Teachers of history and social science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 2: Teachers of history and social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 3: Teachers of history and social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 4: Teachers of history and social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Six: Professionalism

Teachers of history and social science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of history and social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history and social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history and social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Key Element 4: Teachers of history and social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 5: Teachers of history and social science encourage students to participate in community-based service and civic learning projects.

Key Element 6: Teachers of history and social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Key Element 7: Teachers of history and social science effectively use standard oral and written English in all communications.

Part 5: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Mathematics

Standard One: Professional Knowledge

Teachers of mathematics demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of mathematics interpret and use research on how children learn mathematics as well as information regarding students' prior knowledge and experiences in mathematics to guide their instruction.

Key Element 2: Teachers of mathematics understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

Key Element 3: Teachers of mathematics demonstrate an understanding of mathematical concepts and procedures, mathematical problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

Key Element 4: Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, and probabilistic and proportional reasoning.

Key Element 5: Teachers of mathematics demonstrate and foster the disposition to do mathematics; the confidence to learn mathematics independently; the development and application of mathematical language and symbolism; and a view of mathematics as a study of patterns and relationships.

Key Element 6: Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Two: Instructional Planning

Teachers of mathematics plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 2: Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Standard Three: Instructional Delivery

Teachers of mathematics effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and among students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences student dispositions toward mathematics.

Key Element 3: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding and provide learning opportunities and environments in which students use these instructional tools to make sense of mathematics.

Key Element 4: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: Assessment of and for Student Learning

Teachers of mathematics systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures.

Standard Five: Learning Environment

Teachers of mathematics use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of mathematics create an intellectually and emotionally safe environment in which mathematical thinking is the norm.

Key Element 2: Teachers of mathematics understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematical opinions of others.

Standard Six: Professionalism

Teachers of mathematics maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

Key Element 2: Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

Key Element 3: Teachers of mathematics effectively use standard oral and written English in all communications.

Part 6: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Science

Standard One: Professional Knowledge

Teachers of science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

Key Element 2: Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning*.

Key Element 3: Teachers of science understand interrelationships among the disciplines of science.

Key Element 4: Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving scientific problems.

Key Element 5: Teachers of science convey the unifying concepts of science including systems, order, and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; and forms and function.

Key Element 6: Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

Key Element 7: Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Two: Instructional Planning

Teachers of science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 2: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard Three: Instructional Delivery

Teachers of science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of science organize and engage students by using different student group-learning strategies.

Key Element 2: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 3: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that define science.

Key Element 4: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 5: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Standard Four: Assessment of and for Student Learning

Teachers of science systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide instruction.

Standard Five: Learning Environment

Teachers of science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space, and resources needed for learning science.

Key Element 2: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 3: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 4: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 5: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 6: Teachers of science create and maintain a psychologically and socially safe, supportive learning environment conducive to challenging scientific evidence.

Standard Six: Professionalism

Teachers of science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Key Element 2: Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Key Element 3: Teachers of science effectively use standard oral and written English in all communications.

Part 7: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Career and Technical Education

Standard One: Professional Knowledge

Teachers of career and technical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

Key Element 2: Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

Key Element 3: Teachers of career and technical education educate their students about opportunities for employment in nontraditional fields.

Key Element 4: Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

Key Element 5: Teachers of career and technical education foster student involvement in the appropriate career and technical student organization.

Key Element 6: Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

Key Element 7: Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

Key Element 8: Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

Key Element 9: Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the

curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 10: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Two: Instructional Planning

Teachers of career and technical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 3: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Standard Three: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 2: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 3: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Key Element 4: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Standard Four: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Standard Five: Learning Environment

Teachers of career and technical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of career and technical education create a safe and positive environment for students both in the classroom, and where applicable, on work-based learning sites.

Key Element 2: Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

Key Element 3: Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

Key Element 4: Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Six: Professionalism

Teachers of career and technical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning throughout the school year.

Key Element 1: Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

Key Element 2: Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e., administrators, guidance counselors, etc.).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real-world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Key Element 7: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 8: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 9: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 10: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Key Element 11: Teachers of career and technical education effectively use standard oral and written English in all communications.

Part 8: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of English as a Second Language

Standard One: Professional Knowledge

Teachers of English as a Second Language demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

Key Element 2: Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

Key Element 3: Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand student knowledge.

Key Element 4: Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

Key Element 5: Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

Key Element 6: Teachers of English as a Second Language demonstrate proficiency in listening, reading, speaking, and writing in English.

Key Element 7: Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

Key Element 8: Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

Key Element 9: Teachers of English as a Second Language demonstrate that they understand Virginia's accountability system as it applies to limited English proficient students.

Standard Two: Instructional Planning

Teachers of English as a Second Language plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

Key Element 2: Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Three: Instructional Delivery

Teachers of English as a Second Language effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support student learning in academic areas.

Key Element 2: Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

Key Element 3: Teachers of English as a Second Language use scientifically-based strategies that reflect best current practices in teaching that promote higher order thinking skills.

Key Element 4: Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in English as a Second Language content instruction.

Standard Four: Assessment of and for Student Learning

Teachers of English as a Second Language systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of English as a Second Language prepare students for participation in Virginia's Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 2: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency levels.

Standard Five: Learning Environment

Teachers of English as a Second Language use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 2: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students' cultures into the classroom.

Key Element 3: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Six: Professionalism

Teachers of English as a Second Language maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 2: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 3: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 4: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Key Element 5: Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 6: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 7: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Key Element 8: Teachers of English as a Second Language effectively use standard oral and written English in all communications.

Part 9: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the Fine Arts

Standard One: Professional Knowledge

Teachers of the fine arts demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of the fine arts design curricula based on their understanding of student development, knowledge, interests, experiences, and abilities.

Key Element 2: Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.

Key Element 3: Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implications for education in the arts.

Key Element 4: Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.

Key Element 5: Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.

Key Element 6: Teachers of the fine arts demonstrate knowledge of cultural and historical context as it applies to their discipline.

Key Element 7: Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.

Key Element 8: Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Two: Instructional Planning

Teachers of the fine arts plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 2: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand student understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Standard Three: Instructional Delivery

Teachers of the fine arts effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 2: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 3: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 4: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 5: Teachers of the fine arts provide opportunities for student awareness of careers in the arts and related job skills.

Standard Four: Assessment of and for Student Learning

Teachers of the fine arts systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 2: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between the fine arts and other disciplines.

Standard Five: Learning Environment

Teachers of the fine arts use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 2: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 3: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 4: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 5: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 6: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Six: Professionalism

Teachers of the fine arts maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Key Element 2: Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Key Element 3: Teachers of the fine arts effectively use standard oral and written English in all communications.

Part 10: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Foreign Languages

Standard One: Professional Knowledge

Teachers of foreign languages demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

Key Element 2: Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

Key Element 3: Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

Key Element 4: Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

Key Element 5: Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

Key Element 6: Teachers of foreign languages understand interrelationships among other academic disciplines.

Key Element 7: Teachers of foreign languages integrate knowledge from other academic disciplines.

Key Element 8: Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

Key Element 9: Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

Key Element 10: Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Two: Instructional Planning

Teachers of foreign languages plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

Key Element 2: Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Standard Three: Instructional Delivery

Teachers of foreign languages effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

Key Element 2: Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

Key Element 3: Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

Key Element 4: Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

Key Element 5: Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

Key Element 6: Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Standard Four: Assessment of and for Student Learning

Teachers of foreign languages systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element: Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Five: Learning Environment

Teachers of foreign languages use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

Key Element 2: Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Six: Professionalism

Teachers of foreign languages maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

Key Element 2: Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

Key Element 3: Teachers of foreign languages effectively use standard oral and written English in all communications.

Part 11: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Health Education and Physical Education

Standard One: Professional Knowledge

Teachers of health education and physical education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of health education and physical education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

Key Element 2: Teachers of health education and physical education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

Key Element 3: Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

Key Element 4: Teachers of health education and physical education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

Key Element 5: Teachers of health education and physical education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

Key Element 6: Teachers of physical education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

Key Element 7: Teachers of health education and physical education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

Key Element 8: Teachers of health education and physical education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Key Element 9: Teachers of health education and physical education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

Standard Two: Instructional Planning

Teachers of health education and physical education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of health education and physical education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess effective instruction.

Key Element 2: Teachers of health education and physical education plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Key Element 3: Teachers of health education and physical education use short- and long-term planning to reach curricular goals.

Standard Three: Instructional Delivery

Teachers of health education and physical education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of health education and physical education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

Key Element 2: Teachers of health education and physical education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

Key Element 3: Teachers of health education and physical education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Standard Four: Assessment of and for Student Learning

Teachers of health education and physical education systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of health education and physical education use and interpret student data to guide instruction.

Key Element 2: Teachers of health education and physical education maintain records of student performance and communicate progress based on appropriate indicators.

Key Element 3: Teachers of health education and physical education use ongoing assessment to identify student needs.

Standard Five: Learning Environment

Teachers of health education and physical education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of health education and physical education use different approaches to learning and create appropriate instruction for diverse learners (IEP, medical notes, etc.).

Key Element 2: Teachers of health education and physical education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

Key Element 3: Teachers of health education and physical education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

Key Element 4: Teachers of health education and physical education use managerial and instructional practices to create effective learning experiences and environments.

Key Element 5: Teachers of health education and physical education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

Key Element 6: Teachers of health education and physical education provide opportunities for student input that increase the student's commitment to learning.

Standard Six: Professionalism

Teachers of health education and physical education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of health education and physical education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.

Key Element 2: Teachers of health education and physical education use a variety of methods to communicate with colleagues, families, and community (e.g., electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).

Key Element 3: Teachers of health education and physical education respect student privacy and the confidentiality of information.

Key Element 4: Teachers of health education and physical education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.

Key Element 5: Teachers of health education and physical education establish positive relationships with family members to support student growth and well-being.

Key Element 6: Teachers of health education and physical education participate in collegial activities to make the school community a productive and healthy learning environment.

Key Element 7: Teachers of health education and physical education regularly seek to improve their knowledge and practice, and to stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.

Key Element 8: Teachers of health education and physical education effectively use standard oral and written English in all communications.

Part 12: Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of Special Education

Standard One: Professional Knowledge

Teachers of special education demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 2: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEPs) for students.

Key Element 3: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 4: Teachers of special education communicate the knowledge they obtain about a student with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 5: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 6: Teachers of special education understand typical and atypical human growth and development.

Key Element 7: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 8: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 9: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 10: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 11: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Key Element 12: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 13: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, Virginia Standards of Learning, and assessment at all levels.

Key Element 14: Teachers of special education understand interrelationships across disciplines.

Key Element 15: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 16: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 17: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Two: Instructional Planning

Teachers of special education plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transitional goals and in monitoring progress.

Standard Three: Instructional Delivery

Teachers of special education effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

Key Element 2: Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 3: Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

Key Element 4: Teachers of special education use instructional time effectively.

Key Element 5: Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

Key Element 6: Teachers of special education are knowledgeable regarding behavior and communication among cultures that can lead to misinterpretation and misunderstanding.

Key Element 7: Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Key Element 8: Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Standard Four: Assessment of and for Student Learning

Teachers of special education systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the Virginia Standards of Learning.

Key Element 2: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education are knowledgeable regarding legal provisions and ethical principles of assessment of individuals.

Key Element 5: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 6: Teachers of special education develop or modify individualized assessment strategies.

Key Element 7: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Key Element 8: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Standard Five: Learning Environment

Teachers of special education use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe, supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 6: Teachers of special education are knowledgeable regarding the creation of learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 7: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 8: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 9: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Six: Professionalism

Teachers of special education maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 2: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 3: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 4: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 5: Teachers of special education are knowledgeable regarding concerns of families of individuals with exceptional learning needs and promote strategies to help address these concerns.

Key Element 6: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Key Element 7: Teachers of special education reflect on what they teach, how they teach, and whom they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 8: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 9: Teachers of special education continually reflect on, evaluate, and seek to improve their practice.

Key Element 10: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 11: Teachers of special education act ethically in advocating for appropriate services.

Key Element 12: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 13: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 14: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 15: Teachers of special education obtain assistance as needed.

Key Element 16: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 17: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs and their families, as well as educational colleagues.

Key Element 18: Teachers of special education effectively use standard oral and written English in all communications.

Part 13: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - Inquiry Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: *Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.*

As teachers reflect on this key element, they may ask themselves the following questions:

- A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?
- B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?
- C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?
- D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?
- E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?
- F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

Key Element 2: *Teachers understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to all students.*

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How am I using national, state, and local standards within my content area(s)?
- B. What new resources and techniques in my content area(s) am I using?
- C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?

- D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Key Element 3: Teachers address appropriate curriculum standards and establish instructional goals that demonstrate a deep knowledge of their students and subject matter content.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do my instructional plans align with the Virginia Standards of Learning and my division's curriculum scope and sequence?
- B. What are relevant characteristics of my class that I need to consider when establishing my instructional goals?
- C. How have I addressed the needs of individual students in my class in establishing my long- and short-term instructional goals?
- D. What unique aspects of my discipline should I consider when determining the most effective ways of addressing curriculum standards?

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. Have I aligned my instruction with the curriculum scope and sequence?
- B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?
- C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?
- D. What connects this lesson to my students' prior learning?
- E. How do my lessons reflect the goals and needs of the school and community?

- F. How do I link my students' learning to their community beyond the school?
- G. How do I make my lessons relevant to my students' lives and experiences?

Key Element 2: Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How have I sought the insight of parents in identifying their child's strengths and needs that will help me plan instruction that is responsive to these strengths and needs?
- B. What resources within my school and community have I tapped to support student learning?
- C. What additional expertise might I seek to plan instruction that meets the needs of all of my students?

Key Element 3: Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my instruction aligns with division guidelines and the *Virginia Standards of Learning*?
- B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?

Key Element 4: Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What student learning data have I used to inform my short- and long-term instructional goals?
- B. How do I adjust my instruction based on my current assessment of students' mastery and understanding?
- C. What do I know about my students' strengths and needs that will help me choose appropriate instructional goals and strategies?

- D. How do I use data about the achievement of my students to make instructional decisions?

Key Element 5: Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How have the developmental level and needs of my students influenced my plans for instruction?
- B. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?
- C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 6: Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, relevant to learners, and based on principles of effective instruction.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How often do I meet with my content area/grade level colleagues to discuss my instructional plans?
- B. How might I collaborate with colleagues within and across content areas/grade levels to ensure my instructional plans are appropriate for the curriculum goals of my subject and grade level and the school and division?
- C. How am I sharing my instructional plans with others?

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: Teachers differentiate instruction to accommodate the learning needs of all students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?
- B. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?
- C. How do I build on my students' strengths while developing all areas of competence?
- D. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?
- E. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 2: Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?
- B. How do I vary my role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to content and purposes of instruction and the needs of students?
- C. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?
- D. What kind of activities do I use to provide guided and independent practice?
- E. What do I do to encourage my students to ask questions and actively participate in class?
- F. What do I do to encourage students to reflect on and assume responsibility for learning?
- G. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?
- H. How do I foster academic curiosity and critical thinking in my students?
- I. How do I use new and emerging technologies to support and promote student learning?
- J. What do I do to foster student expression in speaking, writing, and other media?

Key Element 3: Teachers communicate clearly and regularly check for understanding.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How does my use of standard English, including correct vocabulary and grammar, positively impact my students' learning?
- B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?
- C. What techniques do I use to model effective communication as I convey ideas and information?
- D. What do I do to monitor student understanding on an ongoing basis?

Key Element 4: Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What school and community resources are available to help support student learning?
- B. Which of my students need additional support to be successful and where might I seek this support?

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do my instructional goals reflect individual student and school data available to me?
- B. How do I design, adapt, or select appropriate assessments to address specific learning goals and individual differences?

- C. What additional data do I need to effectively differentiate instruction in my classroom and how might I get these data?
- D. What does the data tell me about the effectiveness of my instruction?

Key Element 2: Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my expectations for learning are communicated clearly to students and parents?
- B. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?
- C. What strategies do I use to prepare my students for the Virginia Standards of Learning tests and other standardized testing?
- D. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?
- E. What criteria do I use to determine how I will assess my students' work?

Key Element 3: Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What value does my feedback have in helping students improve and progress?
- B. How do I model processes that guide students in assessing their own learning as well as the performance of others?
- C. How quickly and frequently am I providing feedback to my students?

Key Element 4: Teachers set measureable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I use the results of student assessments to evaluate and adjust my teaching?
- B. How well am I preparing my students for the demands of various assessment formats?
- C. What modifications of assessment formats and testing conditions do I make for English language learners, students with disabilities, and students who are above grade level?
- D. How do I know if I am an effective teacher?

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers create a safe and positive learning environment.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How have I engaged students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in our classroom?
- B. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?
- C. How do I ensure fairness and consistency in implementing disciplinary procedures?
- D. What do I do to promote self-discipline and conflict resolution skills among my students?
- E. How do I recognize and celebrate the achievements of my students?

Key Element 2: Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How does my organization of my classroom support learning and safety and minimize disruptions?
- B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?
- C. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?

Key Element 3: Teachers develop and maintain rapport with students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What steps do I take to ensure that my interactions with students are respectful?
- B. How do I convey my personal enthusiasm for learning?
- C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?
- D. How do I demonstrate concern for students' emotional and physical well-being?
- E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage students to respect themselves and others?
- B. How do I clearly communicate my expectations for appropriate interactions among students?
- C. What do I do to encourage students to take pride in their work?
- D. How do I enhance my students' feelings of self-worth?

- E. How do I know that my treatment of students is fair and equitable?
- F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Key Element 5: Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I work with my colleagues to ensure that the policies and practices in our classrooms contribute to a consistent and positive school culture that is conducive to learning?
- B. How are we demonstrating to students that the adults in the building share a common vision and goals for their behavior and their learning?

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers work in partnership with families to promote student learning at home and in the school.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?
- B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?
- C. How do I share major instructional goals and report student progress and problems in a timely manner?
- D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage and support parental and community involvement in school activities?
- B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?
- C. What do I do to support community partnerships that enhance learning?
- D. How can I foster understanding and cooperation between school and community?
- E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Key Element 3: Teachers model professional and ethical standards as well as personal integrity in all interactions.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?
- B. How do I attempt to resolve concerns and problems in a principled and constructive manner?
- C. How do I represent the school/program in a responsible and productive manner within the community?
- D. How will my personal appearance and demeanor reflect on me and my profession?
- E. How do I work with others in the best interest of students, schools, and community?

Key Element 4: Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What information about my students and their families do I need to keep confidential to ensure their privacy?
- B. How do I build an atmosphere of trust, mutual respect, and openness with colleagues?
- C. How do I model discretion in all interactions with students, parents, colleagues, and administrators?

Key Element 5: Teachers continually reflect on, evaluate, and seek to improve their practice.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What self-assessment and problem-solving strategies do I use to reflect on my practice?
- B. How do I learn about new research on teaching and resources that are available for my professional learning?
- C. What am I doing to develop and refine my teaching practices to meet the needs of my students?
- D. How do I demonstrate that I am a self-directed learner who values critical thinking?
- E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process of professional growth?
- F. How can classroom observation, student information, and research help me assess and revise my practice?
- G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 6: Teachers take responsibility for and participate in a meaningful and continuous process of professional development.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How will my participation in professional development activities benefit student learning?
- B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?
- C. How do I learn about new developments and techniques, including technology, in my content area(s)?

Key Element 7: Teachers demonstrate consistent mastery of standard oral and written English in all communication.

As teachers reflect on this key element, they may ask themselves the following question:

Do I effectively use standard oral and written English in all communications?

Part 14: The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - Exemplar Format

Standard One: Professional Knowledge

Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Key Element 1: Teachers understand how students learn and develop and provide learning opportunities that support their intellectual, social, and personal development.

Exemplars:

Teachers

- A. believe all children can be successful learners and are persistent in helping them reach appropriate learning goals.
- B. incorporate knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.
- C. respect individual differences in development and encourage students' diverse abilities and talents.
- D. understand how family and community values, language, and culture influence learning and create a learning environment in which individual differences are respected and encouraged.
- E. promote active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.
- F. encourage students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Key Element 2: Teachers understands the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Exemplars:

Teachers

- A. understand and use national, state, and local standards within content area(s).
- B. use current, appropriate technology to access and deliver information within content area(s).
- C. keep abreast of current research, diverse perspectives, and new strategies within their discipline(s).
- D. create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.
- E. demonstrate accurate knowledge and skills relevant to the subject matter taught.

Key Element 3: Teachers address appropriate curriculum standards and established instructional goals that demonstrate a deep knowledge of their students and subject matter content.

Exemplars:

Teachers

- A. integrate key content elements when addressing appropriate curriculum standards.
- B. use multiple representations and explanations of concepts that capture key ideas in the curriculum standards of the discipline.
- C. base instruction on goals that reflect high expectations of their students and a thorough understanding of subject matter content and the Virginia Standards of Learning.

Standard Two: Instructional Planning

Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Key Element 1: Teachers design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Exemplars:

Teachers

- A. align instruction with curriculum scope and sequence.
- B. select instructional goals that reflect high expectations and encourage mastery of facts, development of skills, and understanding of underlying concepts.
- C. select and use appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.
- D. connect instruction to prior student learning.
- E. reflect the goals and needs of the school and community in planning.
- F. link student learning to the community.
- G. make topics relevant to students' lives and experiences.
- H. adjust instruction based on current assessment of students' mastery and understanding.

Key Element 2: Teachers use the input and contributions of families, colleagues, and other professionals in designing instruction that promotes student growth.

Exemplars:

Teachers

- A. seek the insight of parents in identifying their child's strengths and needs in order to plan instruction that is responsive to these strengths and needs.
- B. use resources within their school and community to support student learning.
- C. seek expertise to plan instruction that meets the needs of all of their students.

Key Element 3: Teachers plan instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.

Exemplars:

Teachers

- A. align instruction with division guidelines and the Virginia Standards of Learning.
- B. select or design learning activities that are clearly connected to instructional goals and objectives.
- C. plan lessons that are clear, logical, and sequential.

Key Element 4: Teachers use student learning data to develop appropriate short- and long-range instructional plans and adjust plans based on student needs and changing circumstances.

Exemplars:

Teachers

- A. use data about the performance of individual students from ongoing assessments to make instructional decisions.
- B. use knowledge of students to plan the allocation of time realistically for pacing, content mastery, and transitions.
- C. choose appropriate instructional goals and strategies based on students' strengths and needs.
- D. adjust instructional plans based on student responses and other contingencies.

Key Element 5: Teachers choose appropriate strategies, resources, and materials to differentiate instruction for individuals and groups of students and develop appropriate sequencing of learning experiences.

Exemplars:

Teachers

- A. select appropriate and challenging materials and media that are closely aligned with instructional goals.

- B. know a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets the needs of diverse learners.
- C. sequence learning experiences based on students' prior knowledge, link new concepts to familiar concepts, and make connections to students' experiences.

Key Element 6: *Teachers collaborate with colleagues within and across content areas and grade levels to select and create learning experiences that are appropriate for curriculum goals, based on school improvement plans, are relevant to learners, and based on principles of effective instruction.*

Exemplars:

Teachers

- A. meet regularly with content area/grade level colleagues to discuss instructional plan.
- B. collaborate with colleagues within and across content areas/grade levels to ensure instructional plans are appropriate for the curriculum goals of their subject and grade level and the school and division.
- C. share their instructional plans with others.

Standard Three: Instructional Delivery

Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Key Element 1: *Teachers differentiate instruction to accommodate the learning needs of all students.*

Exemplars:

Teachers

- A. plan instruction based on the developmental level and needs of all students.
- B. use a variety of teaching strategies to meet the diverse learning needs of students.

- C. provide students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.
- D. build on students' strengths while developing all areas of competence.
- E. pace instruction to accommodate learning needs of the group while addressing individual needs with additional support.
- F. collaborate with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 2: Teachers implement, evaluate, and adapt multiple delivery methods and instructional strategies to actively engage students in learning and enhance student learning.

Exemplars:

Teachers

- A. provide opportunities for students to interact with ideas, materials, teachers, and one another.
- B. encourage students to reflect on and assume responsibility for learning.
- C. incorporate activities that promote independent thinking and develop problem-solving skills among students.
- D. foster academic curiosity and critical thinking in students.
- E. vary learning experiences by utilizing media and technology resources.
- F. use questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.
- G. provide guided and independent practice.
- H. respond positively to student questions and active participation.

Key Element 3: Teachers communicate clearly and regularly check for understanding.

Exemplars:

Teachers

- A. use standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.
- B. provide clear and concise learning goals, explanations, and directions.
- C. model effective communication when conveying ideas and information.
- D. foster student expression in speaking, writing, and other media.
- E. monitor student understanding on an ongoing basis.

Key Element 4: Teachers know when and how to access and integrate resources to support student learning (e.g., field and educational experts, exceptional education specialists, language learner specialists, community organizations).

Exemplars:

Teachers

- A. access, as needed, school and community resources to help support student learning.
- B. identify students who need additional support to be successful and seek that support within the school and community in a timely manner.

Standard Four: Assessment of and for Student Learning

Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Key Element 1: Teachers work independently and collaboratively to analyze and interpret multiple sources of data to identify student learning needs, to guide planning and instruction, and to assess the effectiveness of instruction.

Exemplars:

Teachers

- A. use individual student and school data to develop instructional goals.
- B. design, adapt, or select appropriate assessments to address specific learning goals and individual differences.
- C. use pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- D. work with colleagues to analyze multiple sources of data to address the learning needs of individual students and the school.
- E. use student achievement data to assess the effectiveness of instruction.

Key Element 2: Teachers communicate specific performance expectations and use a variety of assessment strategies to monitor and document student progress and to provide meaningful feedback to students and parents.

Exemplars:

Teachers

- A. communicate clear expectations for learning to students and parents.
- B. monitor student understanding on an ongoing basis and adjust teaching when necessary.
- C. use a variety of assessments that align with concepts and skills taught.
- D. provide prompt and meaningful feedback to students.
- E. assess and report student progress in a manner that is understandable to students, parents, and colleagues.
- F. incorporate strategies to prepare students for the Virginia Standards of Learning and other standardized testing.

Key Element 3: Teachers engage students in understanding, identifying, and assuming responsibility for quality work and provide them with timely, frequent, and effective feedback to guide their progress toward that work.

Exemplars:

Teachers

- A. model processes that guide students in assessing their own learning as well as the performance of others.
- B. give constructive and frequent feedback to students on their learning.
- C. use assessment tools for both formative and summative purposes and explain the purpose and process of each.

Key Element 4: Teachers set measurable and appropriate learning goals for students based on baseline data and accept responsibility for students achieving those goals.

Exemplars:

Teachers

- A. take responsibility for aligning learning goals with instruction and assessment.
- B. use the results of student assessments to evaluate and adjust teaching.
- C. make modifications of assessment formats and testing conditions for English language learners, students with disabilities, and students who are above grade level.
- D. accept responsibility for students' growth.

Standard Five: Learning Environment

Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Key Element 1: Teachers create a safe and positive learning environment.

Exemplars:

Teachers

- A. communicate clear expectations about behavior to students, parents, and community.

- B. engage students in developing and monitoring shared expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility for the learning environment in the classroom.
- C. implement disciplinary procedures with fairness and consistency.
- D. encourage students to develop self-discipline and conflict resolution skills.
- E. engage students' attention and recapture or refocus as necessary.
- F. recognize and celebrate the achievements of students.

Key Element 2: Teachers manage classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Exemplars:

Teachers

- A. organize the physical setting to minimize disruptions and promote learning and safety.
- B. establish classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: Teachers develop and maintain rapport with students.

Exemplars:

Teachers

- A. treat students with respect.
- B. communicate personal enthusiasm for learning.
- C. model caring, fairness, a sense of humor, courtesy, respect, and active listening.
- D. demonstrate concern for students' emotional and physical well-being.
- E. incorporate information about students' interests and opinions.

Key Element 4: Teachers create for all students a respectful, supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation.

Exemplars:

Teachers

- A. encourage students to respect themselves and others.
- B. communicate clear expectations for appropriate interactions among students.
- C. encourage students to take pride in their work.
- D. enhance students' feelings of self-worth.
- E. treat students fairly and equitably.
- F. promote multicultural awareness, gender sensitivity, and appreciation for diversity.

Key Element 5: Teachers collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

Exemplars:

Teachers

- A. work with colleagues to develop consistent policies and practices in their classrooms that contribute to a positive school culture that is conducive to learning.
- B. articulate a common vision and goals for student behavior and learning.

Standard Six: Professionalism

Teachers maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

Key Element 1: Teachers work in partnership with families to promote student learning at home and in the school.

Exemplars:

Teachers

- A. initiate and maintain effective communications with parents or guardians using a variety of communication tools.
- B. encourage parent participation in learning in and out of the classroom.
- C. share major instructional goals and report student progress and problems in a timely manner.
- D. offer strategies for parents to assist in their children's education.

Key Element 2: Teachers collaborate with administrators, colleagues, families, and community members to promote and support student success.

Exemplars:

Teachers

- A. encourage and support parental and community involvement in school activities.
- B. collaborate with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.
- C. support community partnerships that enhance learning.
- D. foster understanding and cooperation between school and community.
- E. work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Key Element 3: Teachers model professional and ethical standards as well as personal integrity in all interactions.

Exemplars:

Teachers

- A. relate to administrators, colleagues, parents, and others in an ethical and professional manner.

- B. address concerns and problems in a principled and constructive manner.
- C. represent the school/program in a responsible and productive manner.
- D. maintain a professional demeanor and appearance.
- E. work in the best interest of students, school, and community.

Key Element 4: Teachers respect the privacy of students, families, colleagues, and administrators with whom they work, ensuring confidentiality of all sensitive information.

Exemplars:

Teachers

- A. respect the privacy of families and treat information with the appropriate level of confidentiality.
- B. shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- C. build an atmosphere of trust, mutual respect, and openness with colleagues.
- D. handle information with integrity and honesty.

Key Element 5: Teachers continually reflect on, evaluate, and seek to improve their practice.

Exemplars:

Teachers

- A. use a variety of self-assessment and problem-solving strategies for reflecting on their practices.
- B. remain current on major areas of research on teaching and on resources available for professional learning.
- C. pursue, develop, and continually refine practices that address the individual needs of students.
- D. value critical thinking and self-directed learning.
- E. commit to reflection, self-assessment, and learning as an ongoing process.

- F. use classroom observation, student information, and research as sources for assessing and revising practice.
- G. engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 6: Teachers take responsibility for and participate in a meaningful and continuous process of professional development.

Exemplars:

Teachers

- A. participate in professional growth activities to enhance student learning.
- B. identify strengths and weaknesses in professional skills and practice and set goals for improvement.
- C. remain current regarding new developments and techniques, including technology, in their endorsed content area.

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