

## Mission Statement:

Every student in South Dakota is entitled to a knowledgeable, skilled and compassionate teacher.

### Standard 1: Teachers know the subject matter

- Understand and uses key concepts, underlying themes, relationships and different perspectives related to content area
- Make the content meaningful to students or makes instruction relevant to students
- Relate ideas and information within and across the content
- Use South Dakota content standards
- Are deliberate in significantly helping students use the content in a contemporary fashion
- (Note: Where are 21<sup>st</sup> Century skills?)

### Standard 2: Teachers plan & prepare effectively

- Use student achievement data, local standards and district curriculum in planning for instruction
- Set and communicate high expectations for social, behavioral and academic success of all students
- Use student developmental needs, background and interests in planning for instruction
- Select strategies to engage all students in learning
- Use available resources, including technologies in the development and sequencing of instruction
- (Notes: Goal setting and objectives? Resources? Collaboration? Short and long range plans?)

### Standard 3: Teachers create a positive learning environment

- Demonstrate effective classroom management and classroom procedures
- Encourage positive social interaction, active engagement in learning and self-motivation
- Respect individual differences among learners (cultural)
- Establish and maintain appropriate standards of behavior
- Create a safe and purposeful learning classroom climate for all students

### Standard 4: Teachers facilitate student learning (to address the needs of all learners)

- Use instruction time effectively to maximize student learning
- Diversify instruction to meet the needs of individual learners
- Embrace diversity in the school, community and world
- Provide timely and effective feedback
- Connect students' prior knowledge, life experiences and interests in the instructional process
- Use student performance data as a guide for decision making

Standard 5: Teachers use multiple and varied assessments

- Formative
- Summative
- DSTEP
- AIMS
- DACS
- Project based work
- Observations
- SWISS data (behavioral)
- Anecdotal records
- Running records
- Self assessment
- Rubrics
- Checklists
- Conversation
- DIBELS
- Classroom based assessments

Standard 6: Teachers engage in professional growth

- District in-services
- Building Leadership Teams
- Professional Learning Communities
- Book studies
- Link professional growth to professional goals
- Establish professional goals
- Adopt research based best practices
- Commit to refining practices through self-assessment

Standard 7: Teachers communicate effectively

- Use verbal and non-verbal communication
- Engage all stakeholders effectively
- Demonstrate understanding of diverse cultures and sensitivity to communication
- Use of available communication devices and technology
- Demonstrate thoughtful and responsive listening
- Model appropriate communication in all written, oral and visual venues
- Communicate with students, parents and other audiences about student progress

Standard 8: Teachers collaborate

- Collaborate between the school, home and community
- Recognize teaching is a share responsibility
- Collaborate with all stakeholders regarding decision making and the well being of students while respecting student/family privacy and confidentiality
- Institute practices that invite other groups into the classroom
- Form partnerships with individuals and entities as appropriate
- Promote and model service

