

Colorado Professional Standards for Teachers

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Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

Effective teachers in the state of Colorado demonstrate a positive impact on student outcomes, including advancing student academic growth and closing the achievement gap by demonstrating excellence against the following professional standards:

Standard I: Teachers demonstrate knowledge of the content they teach

- a. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students.
- b. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.
- c. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
- d. Teachers make instruction and content relevant to students.

Standard II: Teachers establish a respectful learning environment for a diverse population of students

- a. Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- b. Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.
- c. Teachers value students as individuals.
- d. Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard III: Teachers facilitate learning for their students

- a. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.
- b. Teachers plan learning experiences appropriate for their students.
- c. Teachers use a variety of instructional methods to meet the academic needs of their students.
- d. Teachers thoughtfully integrate and utilize technology into their instruction to maximize student learning.

- e. Teachers plan instruction that helps students develop critical-thinking and problem solving skills.
- f. Teachers provide students with opportunities to work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

Standard IV: Teachers reflect on their practice

- a. Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

Standard V: Teachers demonstrate leadership

- a. Teachers demonstrate leadership in their schools.
- b. Teachers lead the teaching profession.
- c. Teachers advocate for schools and students, partnering with students and families as appropriate.
- d. Teachers demonstrate high ethical standards.

Standard VI: Teachers take responsibility for student growth

- a. Teachers pursue high levels of student growth and academic achievement.
- b. Teachers pursue high levels of student growth in the skills necessary for postsecondary life, including democratic and civic participation.
- c. Teachers use evidence to evaluate their practice and continually improve attainment of student growth.