

# Summary of Standards and Strands

## STRAND

# 1

## COLLABORATING FOR LEARNING

### Standard 1 Upholds the ASD Mission and Core Values of the school

- Maintains focus on the ASD Mission in collaborative group interactions
- Exemplifies Core Values
- Maintains a spirit of openness and inquiry
- Acts in accordance with the ASD Learning Principles

### Standard 2 Actively participates in interdependent professional teams

- Seeks and provides coaching/support/guidance
- Maintains focus on student learning and growth, with shared responsibility for student results
- Commits to the ASD Community of Practice

### Standard 3 Recognizes role in a larger learning community

- Builds relationships and communicates with students/parents/guardians
- Builds relationships and communicates with colleagues
- Celebrates successes of self, colleague, and school community

## STRAND

# 3

## ACTING FOR LEARNING

### Standard 7 Executes powerful learning experiences for each student

- Engages and maintains students in active learning
- Builds upon students' existing knowledge and skills
- Differentiates instruction to meet the students' needs
- Implements a variety of effective instructional strategies

### Standard 8 Creates and sustains a supportive learning environment

- Creates an environment of respect and rapport
- Deliberately organizes physical space to maximize student learning
- Implements classroom procedures and policies to manage student learning and behavior
- Develops and sustains knowing relationships with each student, using personal insight to inform teaching

### Standard 9 Uses assessment to deepen learning

- Makes in-class instructional decisions based on continuously checking student understanding
- Deliberately uses a variety of assessment strategies and instruments in both formative and summative ways
- Gives constructive, specific, and frequent feedback to students on their learning

## STRAND

# 2

## PLANNING FOR LEARNING

### Standard 4 Uses sound pedagogical knowledge in unit and lesson design

- Integrates a variety of researched-based instructional strategies
- Designs differentiated units and lessons for a diversity of student readiness, learning styles, and interests
- Plans for integration of technology to enhance and reinvent the learning environment and learning experiences
- Plans for deep understanding and transfer
- Demonstrates a willingness to experiment with new approaches

### Standard 5 Demonstrates deep content area understanding

- Identifies learning targets that match standards and reflect content area understanding
- Logically and appropriately organizes, chunks, and scaffolds curriculum

### Standard 6 Designs assessments to best gather student learning data

- Aligns student assessment with established curriculum standards
- Designs and uses a variety of assessment strategies and instruments for formative purposes to inform, guide, and adjust students' learning and instructional decisions

## STRAND

# 4

## REFLECTING FOR LEARNING

### Standard 10 Builds reflection into the learning process for students

- Engages students in a cycle of goal-setting, self-assessment, and reflection to involve them more deeply in their own learning
- Celebrates successes of learning in the classroom

### Standard 11 Evaluates the effectiveness of instructional decisions

- Evaluates effectiveness of lessons, units, and specific instructional strategies using student achievement data
- Seeks feedback through collaboration to continuously improve teaching
- Adjusts and shares practice based on reflection

### Standard 12 Embraces a growth-mindset in relation to his or her own learning

- Self-identifies areas of strength and weakness
- Develops and monitors a growth and appraisal plan
- Articulates and shares his or her annual learning journey