

F O C U S

An Eyewitness View of the Professional Teaching Standards

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“I teach...

*It is my responsibility to prepare, equip, support,
elevate and help to create the future.*

I teach...

Because it is my joy and passion.”

Rosemarie Baker-Moore
Region 8 Mentor

Preface

For many years, educators have recognized the need for standards that teachers can use to guide their practice. In California, this need was addressed when The New Teacher Center at the University of California at Santa Cruz developed six professional teaching standards. Each standard contains multiple elements for greater specificity. These standards are:

- ❑ *Engaging and supporting all students in learning*
- ❑ *Creating and maintaining an effective environment for student learning*
- ❑ *Understanding and organizing subject matter for student learning*
- ❑ *Planning instruction and designing learning experiences for all students*
- ❑ *Assessing student learning*
- ❑ *Developing as a professional educator*

The mentors of Region 8 witnessed the powerful impact that the Professional Teaching Standards had in supporting the growth and development of new teachers. *FOCUS* is our way of showing how the standards can be used to support and enhance the instructional practice of any teacher.

What you are about to see are examples of these standards. This visual journey, we believe, captures the essence of teaching and learning. We hope that this journey makes you feel as inspired as we did to reflect on our professional goals and practices. Leadership, at every level in our school communities, requires that we progress along the continuum of increasing accountability and collaboration through the use of the Professional Teaching Standards.

Engaging and Supporting All Students in Learning

- ❑ Connecting students' prior knowledge, life experience, and interests with learning goals.
- ❑ Using a variety of instructional strategies and resources to respond to students' diverse needs.
- ❑ Promoting self-directed, reflective learning for all students.
- ❑ Facilitating learning experiences that promote autonomy, interaction, and choice.
- ❑ Engaging students in problem solving, critical thinking, and other activities that make subject matter more interesting.

Engaging Students in Learning



PS 9



Bedford Academy



IS 57



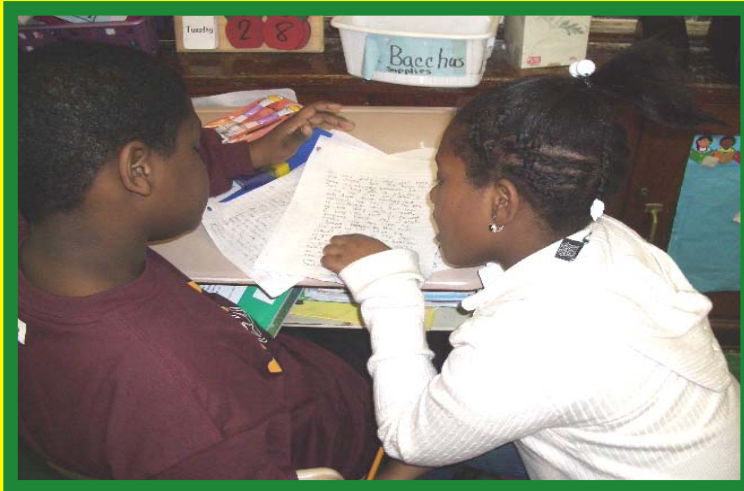
PS 8

Engaging Students in Learning



PS 40

Help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning.



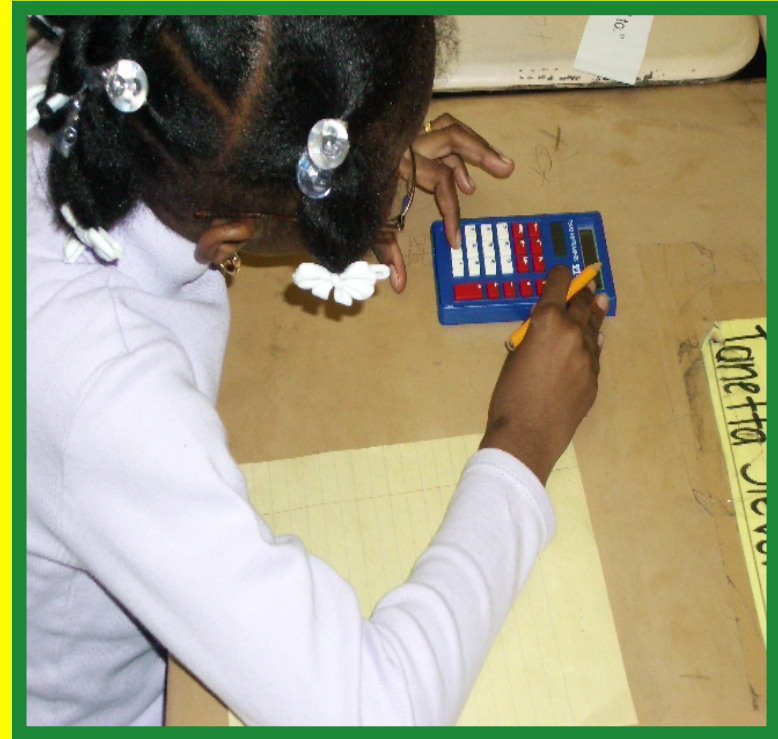
PS 54

Engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers.

Engaging Students in Learning



Secondary School of Law



PS 54

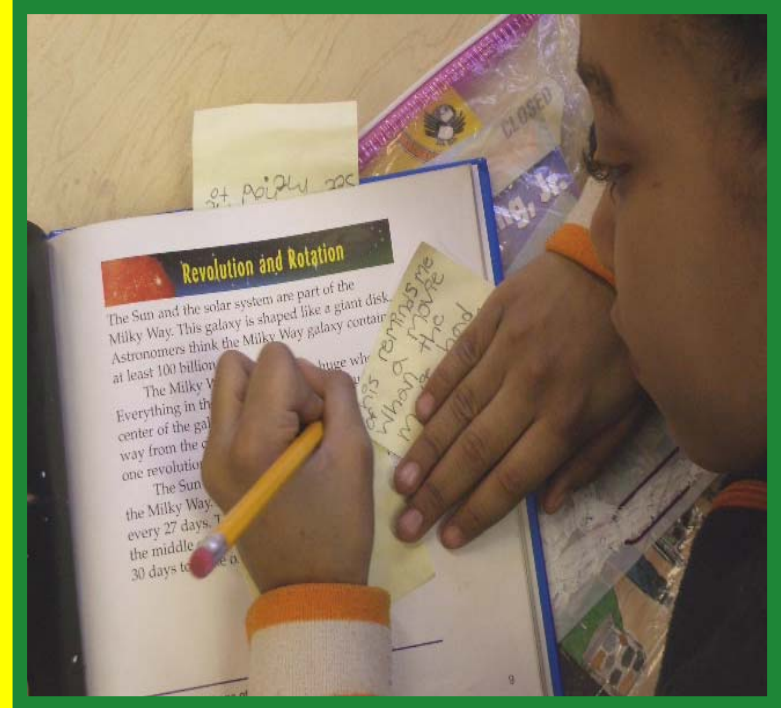
Engage students in a variety of learning experiences to address the different ways they learn.

Engaging Students in Learning



PS 8

Use a variety of strategies to introduce and explain subject matter concepts and processes so that all students understand.



PS 8

Provide opportunities for students to think about and evaluate content.

Engaging Students in Learning



Support and monitor student autonomy and choice during learning experiences.

Engaging Students in Learning

Vary instructional strategies to increase students' active participation in learning.



Progress High School



PS 40

Engaging Students in Learning



PS 40

Encourage all students to describe their own learning processes and progress.



PS 54

Engaging Students in Learning



Susan McKinney Secondary School of the Arts



PS 8

Support all students to use language skills to achieve learning goals.

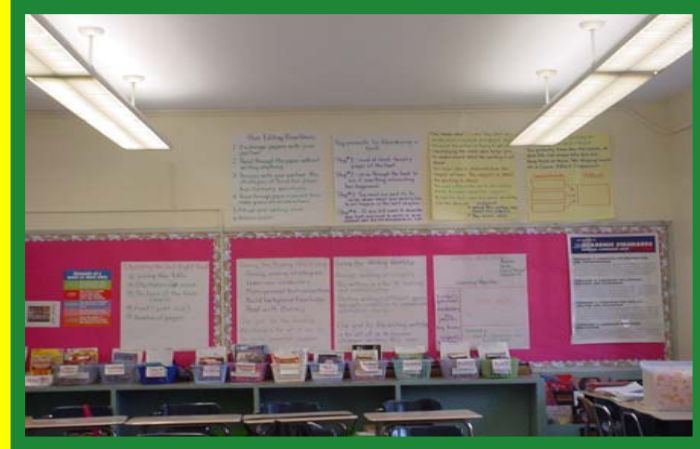
Creating and Maintaining an Effective Environment for Student Learning

- ❑ Creating a physical environment that engages all students.
- ❑ Using instructional time effectively.
- ❑ Planning and implementing classroom procedures and routines that support student learning.
- ❑ Establishing a climate that promotes fairness and respect.
- ❑ Promoting social development and responsibility
- ❑ Establishing and maintaining standards for student behavior.

Effective Environment



PS 335



Susan McKinney Secondary School of the Arts



Urban Assembly School of Law and Justice



PS/IS 308

Effective Environment



PS 335

Arrange the room to facilitate positive classroom interactions.



PS 335

Effective Environment



PS/IS 308



PS/IS 308

Create a classroom environment that reflects and promotes student learning.

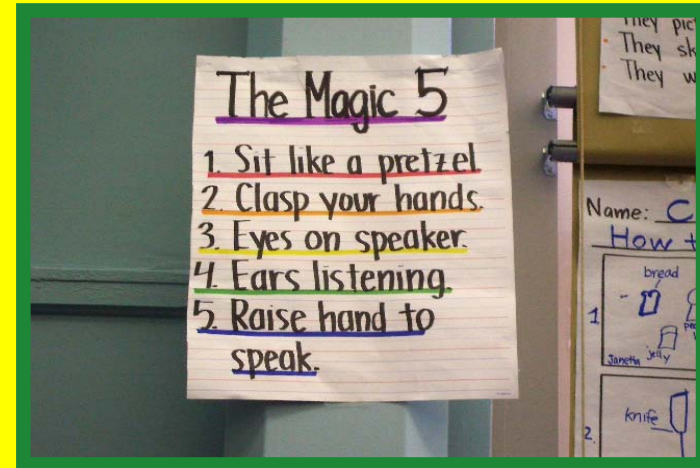
Effective Environment

Develop classroom rules.

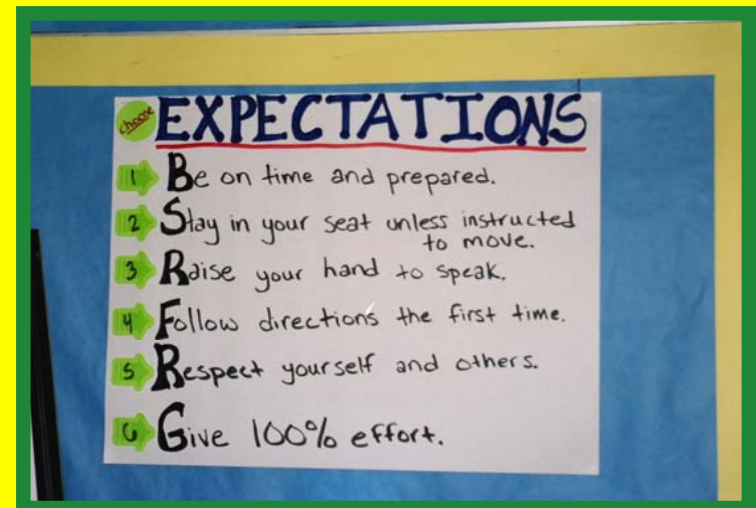


PS 335

Involve all students in the development of classroom routines and procedures.



PS 54

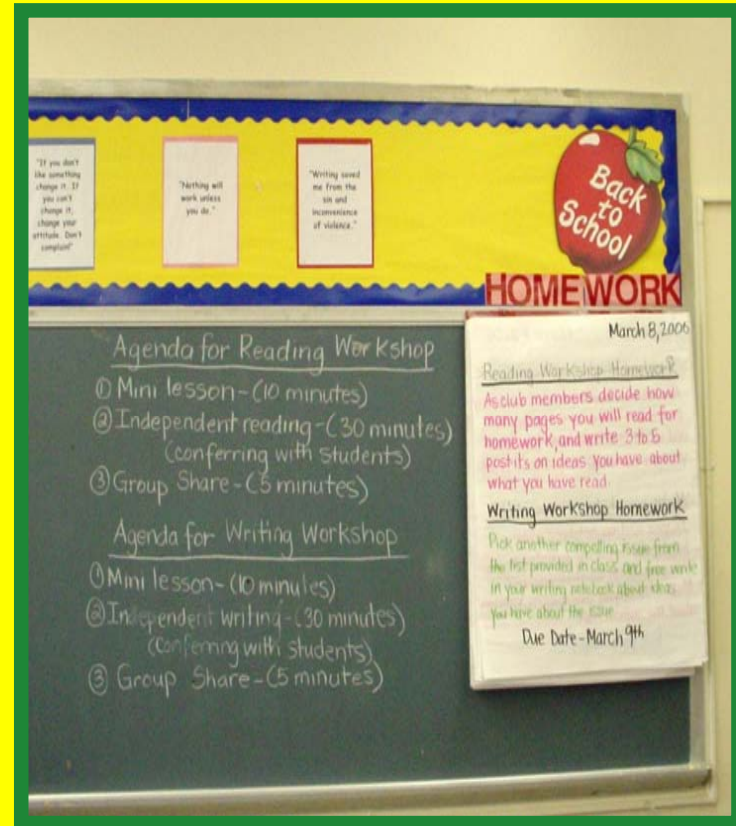


PS/IS 308

Effective Environment



PS 9



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Develop a daily schedule.

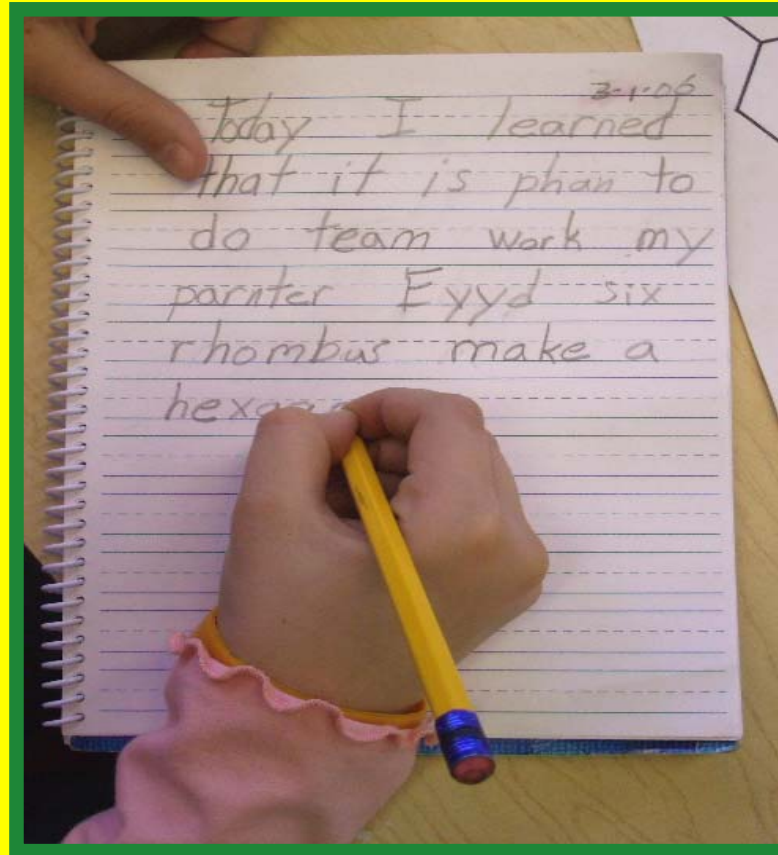
Effective Environment



Automotive HS

Structure time for day to day managerial and administrative tasks.

Effective Environment



PS 8

Provide time for students to reflect on their learning and process of instruction.

Understanding and Organizing Subject Matter for Student Learning

- ❑ Demonstrating knowledge of subject matter content and student development.
- ❑ Using materials, resources, and technologies to make subject matter accessible to students.
- ❑ Developing student understanding through instructional strategies that are appropriate to the subject matter.
- ❑ Organizing curriculum to support student understanding of subject matter.
- ❑ Interrelating ideas and information within and across subject matter areas.

Organizing Subject Matter



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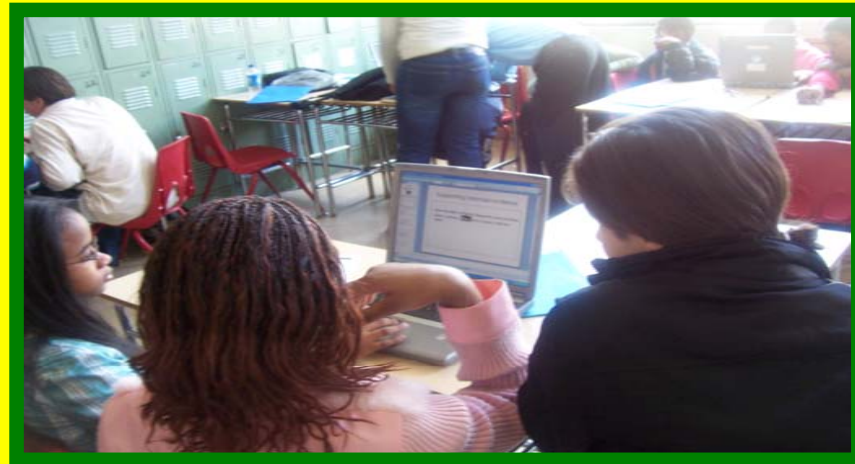
Urban Assembly/SLJ

Organizing Subject Matter



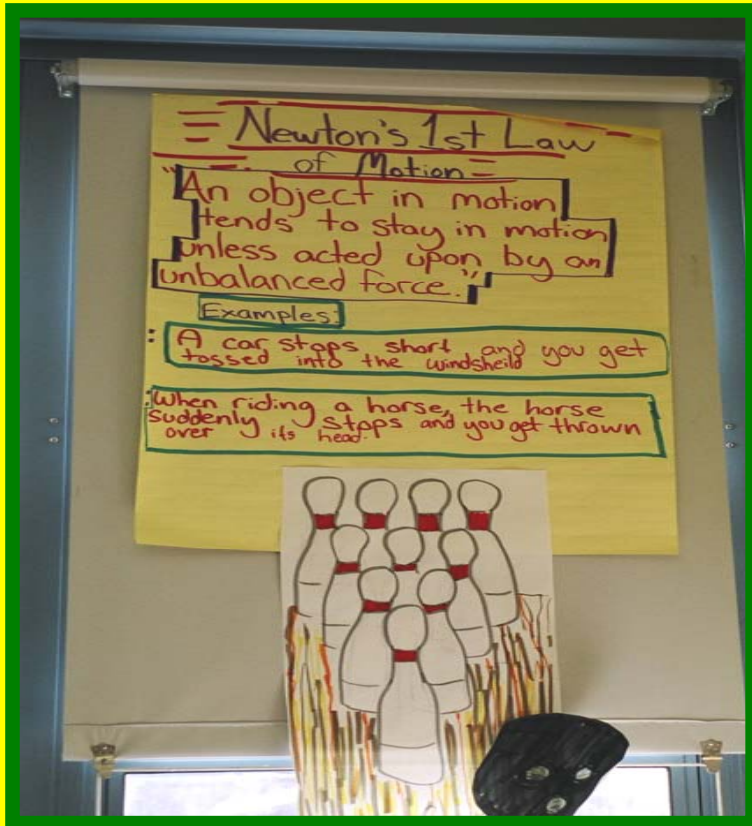
PS 40

Use technologies to convey key concepts in the subject matter areas.

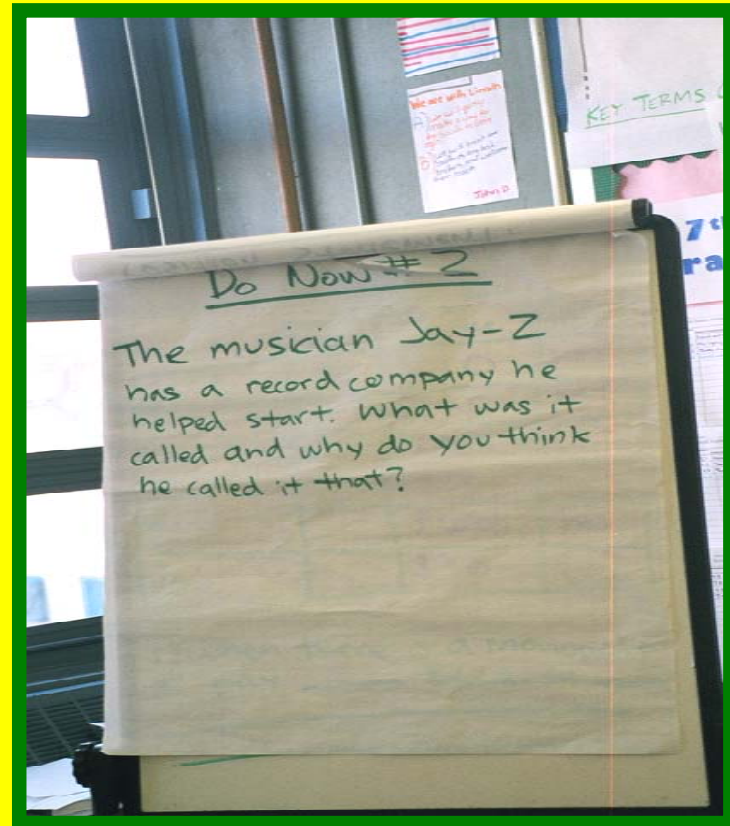


Secondary School of Law

Organizing Subject Matter



MS 584



MS 584

Build on students' life experience, prior knowledge, and interests to make the content relevant and meaningful to them.

Organizing Subject Matter

I notice...	This makes me think...
The character asks tons of good questions.	She is very smart.
People yell at the character.	They are a trouble maker!
Too small and couldn't work.	Grew up fast so he could help with work.

Challenge all students to think critically in each subject area.

Organizing Subject Matter



Use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.

Planning Instruction and Designing Learning Experiences for All Students

- ❑ Drawing on and Valuing students' backgrounds, interests, and developmental learning needs.
- ❑ Establishing and articulating goals for student learning.
- ❑ Developing and sequencing instructional activities and materials for student learning.
- ❑ Designing short-term and long-term plans to foster student learning.
- ❑ Modifying instructional plans to adjust for student needs.

Planning Instruction



Urban Assembly School for Law and Justice

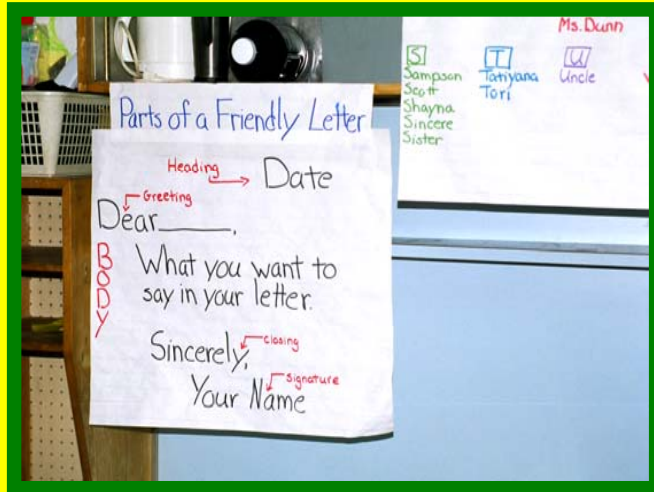
Planning Instruction



Susan McKinney Secondary School of Performing Arts

Think ahead toward long-term goals for student learners.

Planning Instruction



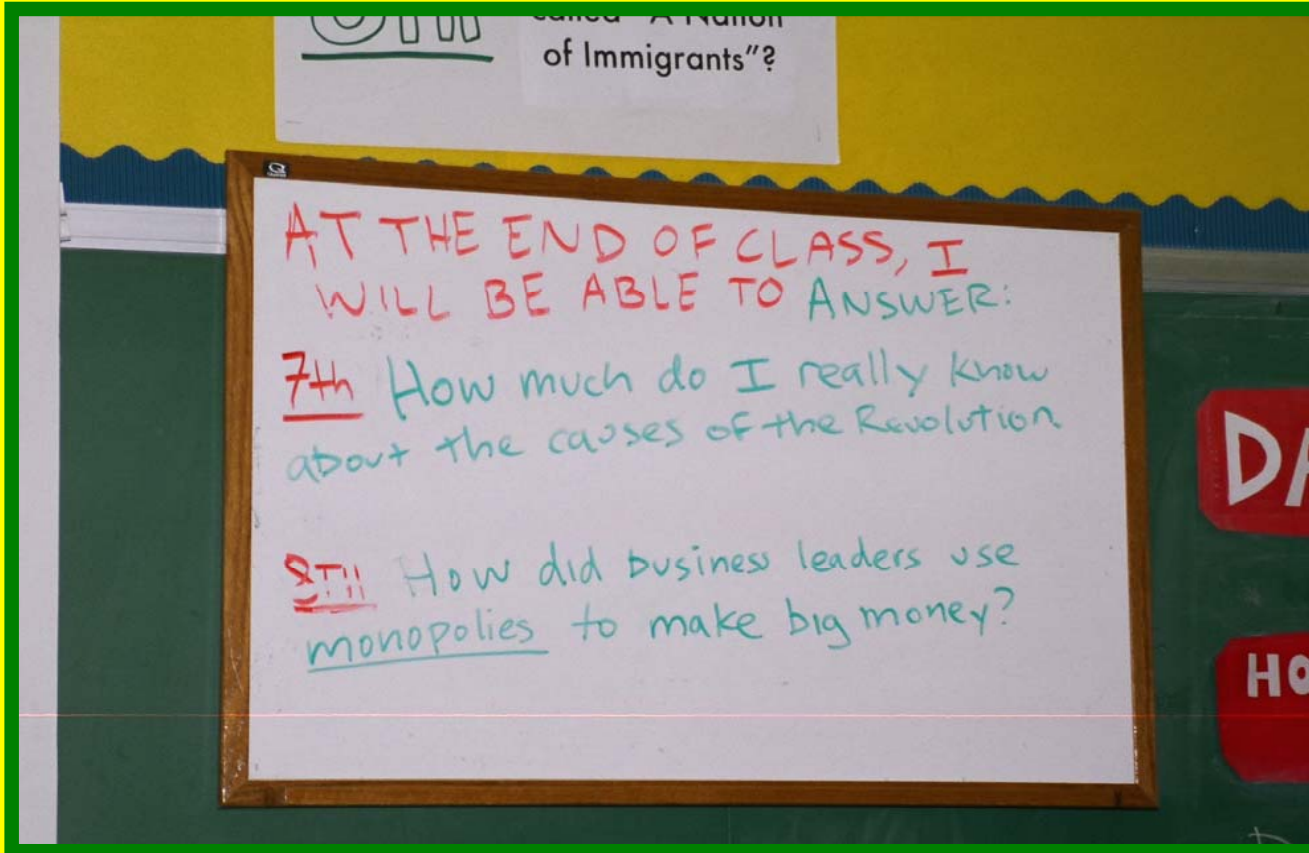
PS 335



Region 8 New Teacher Seminar

Plan to use instructional strategies appropriate to the complexity of the lesson and student learning needs.

Planning Instruction



MS 584

Establish short-term and long-term goals for student learning.

Planning Instruction

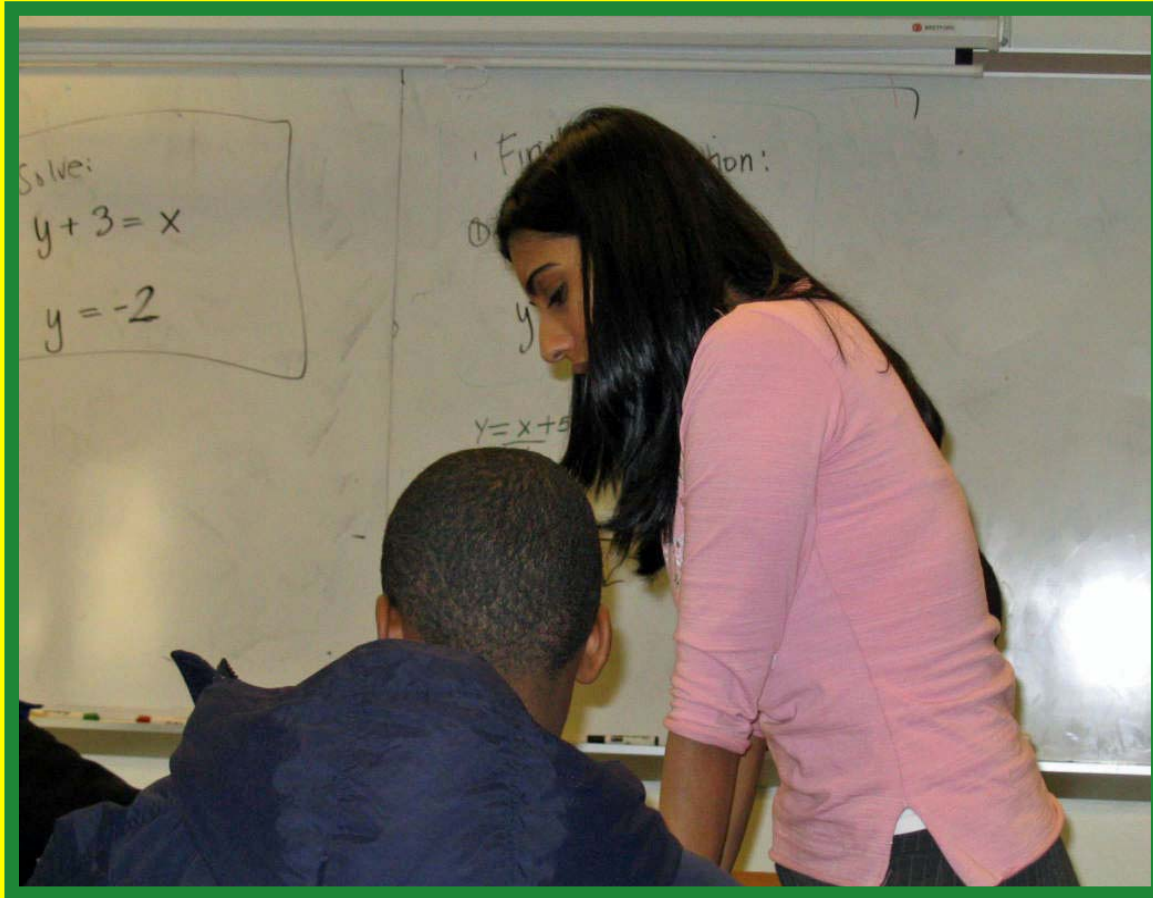


Incorporate diverse subject matter perspectives into my planning.

Assessing Student Learning

- ❑ Establishing and communicating learning goals for all students.
- ❑ Involving and guiding all students in assessing their own learning.
- ❑ Using the results of assessment to guide instruction.
- ❑ Collecting and using multiple sources of information to assess student learning.
- ❑ Communicating with students, families, and other audiences about student progress.

Assessing Learning



Bedford Academy

Assessing Learning

Use assessment data to meet students' individual needs.



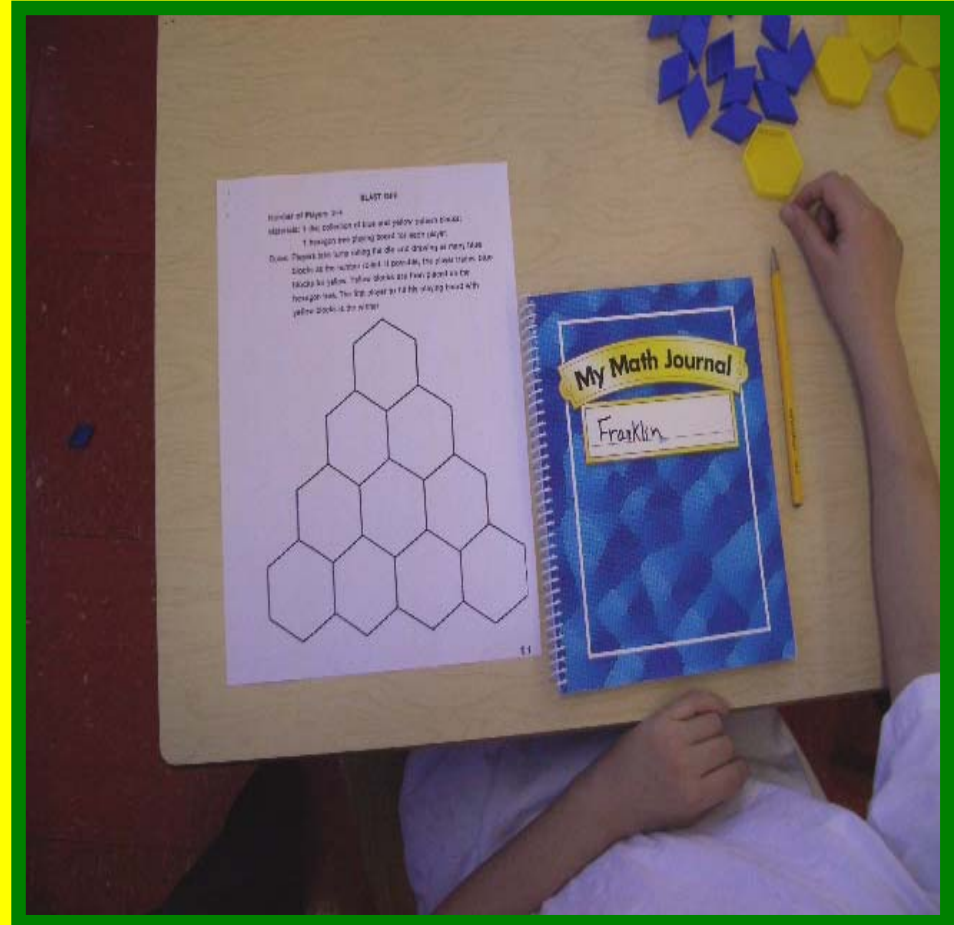
PS 23



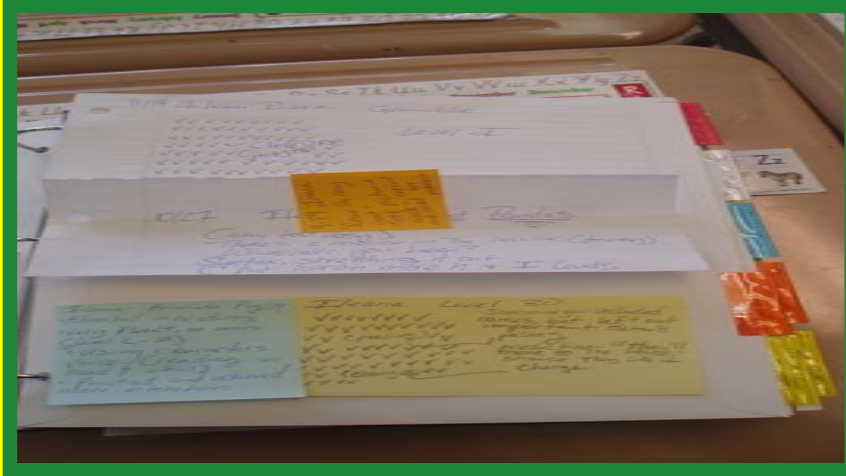
PS 9

Assessing Learning

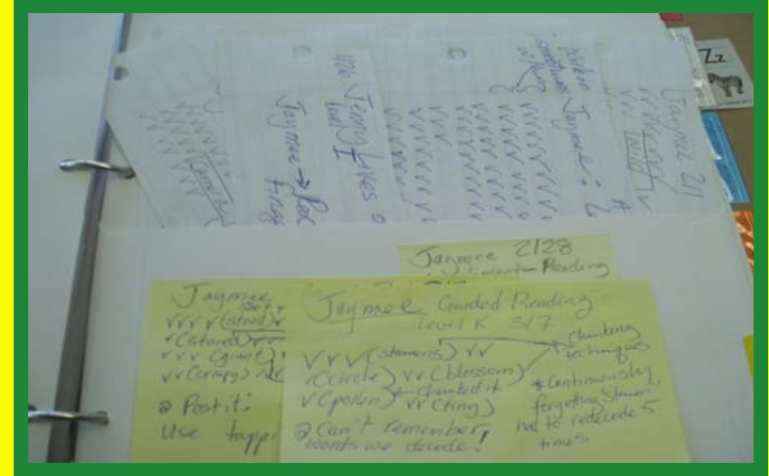
Help all students build their skills in self-reflection.



Assessing Learning



PS 9



PS 9



PS 9

Use assessment to guide planning.

Use assessment data to plan more effective ways of teaching subject matter concepts and processes.

Use assessment data to meet students' individual needs.

Assessing Learning



Model assessment strategies for all students.

PS/IS 308

Developing as a Professional Educator

- ❑ Reflecting on teaching practice and planning professional development.
- ❑ Establishing professional goals and pursuing opportunities to grow professionally.
- ❑ Working with communities to improve professional practice.
- ❑ Working with families to improve professional practice.
- ❑ Working with colleagues to improve professional practice.
- ❑ Balancing professional responsibilities and maintaining motivation.

Developing as a Professional



Grand Street Campus Teacher Center

Developing as a Professional

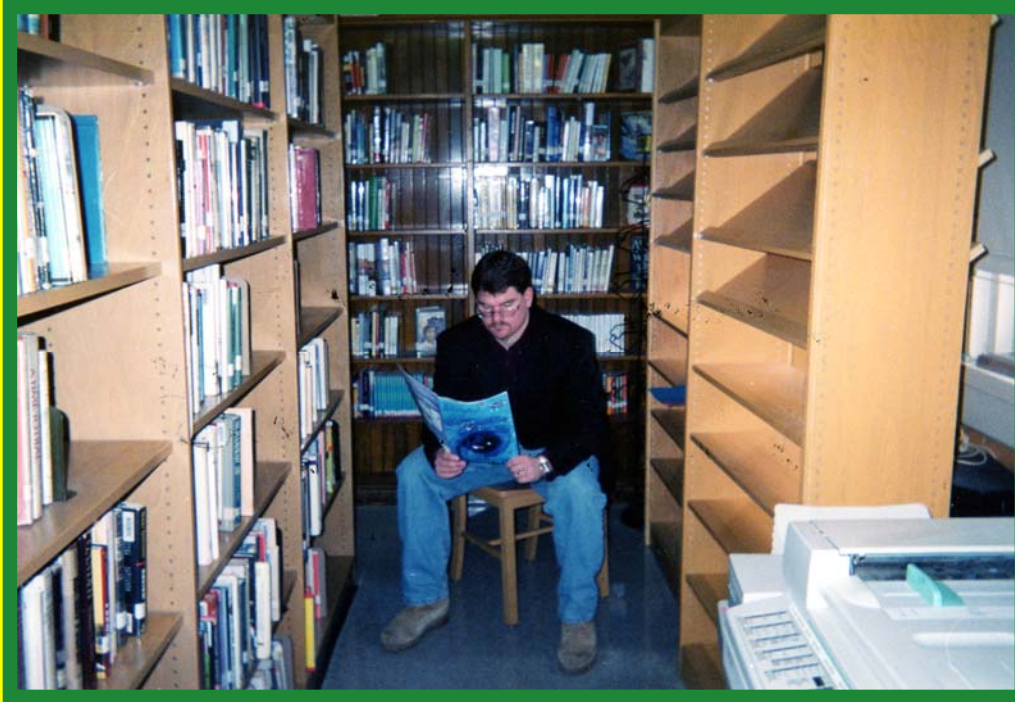


PS 9



Region 8 New Teacher Seminar

Developing as a Professional



Challenge myself
intellectually and
creatively throughout my
career.

Automotive HS

Developing as a Professional



PS 40

Collaborate with teachers, administrators, educational specialists and paraprofessionals to ensure that all students' diverse learning needs are met.

Developing as a Professional

Engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems.



Region 8 New Teacher Seminar

Developing as a Professional



Automotive HS/ Parent Center

Value and respect students' families and appreciate their role in student learning.



HS for Enterprise Business and Technology

Create opportunities to collaborate with my colleagues.

CONCLUSION

Education is a dynamic field. Society is always changing. Today's teachers must be able to "build" their practice upon a solid foundation of educational benchmarks.

The Professional Teaching Standards provide the basis upon which teaching and learning should occur. They are the framework around which we design instruction. Region 8 mentors have offered a visualization of how these generic standards are being used in classrooms, as teachers endeavor to work with their students, and expand their repertoire of pedagogical skills.

At a time when accountability is a necessary component of professional competency, the Professional Teaching Standards provide educators with a guide for promoting student achievement, and institutional change, as well as their own professional development.

*...The spirit of peace moves free
and clear making way for laughter
here, there are children that flower
the trees, there are voices of
people who believe in this place..."*

Artist: Kem

Song: This Place



Secondary School for Law

*“We cannot always build the future for our youth, but we can
build our youth for the future.”*
Franklin D. Roosevelt

Acknowledgements

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 - ❖ PS 23
 - ❖ PS 40
 - ❖ PS 54
 - ❖ MS 57
 - ❖ PS /IS 308
 - ❖ PS 335
 - ❖ MS 584
 - ❖ Automotive H.S.
 - ❖ Bedford Academy
 - ❖ H.S for Enterprise Business and Technology
 - ❖ Progress H.S. for Professional Careers
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Photo on cover page – PS 23

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