

# STANDARDS FOR ALASKA'S TEACHERS

## **1** A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

*Performances that reflect attainment of this standard include*

- a. engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- b. demonstrating consistency between a teacher's beliefs and the teacher's practice.

## **2** A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

*Performances that reflect attainment of this standard include*

- a. accurately identifying and teaching to the developmental abilities of students; and
- b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

## **3** A teacher teaches students with respect for their individual and cultural characteristics.

*Performances that reflect attainment of this standard include*

- a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;
- b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
- c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

## **4** A teacher knows the teacher's content area and how to teach it.

*Performances that reflect attainment of this standard include*

- a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
- c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- d. connecting the content area to other content areas and to practical situations encountered outside the school; and
- e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

## **5** A teacher facilitates, monitors, and assesses student learning.

*Performances that reflect attainment of this standard include*

- a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
- c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce stu-

dent learning and that assist students in reflecting on their own progress;

- d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
- e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

## **6** A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

*Performances that reflect attainment of this standard include*

- a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- b. communicating high standards for student performance and clear expectations of what students will learn;
- c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
- d. assisting students in understanding their role in sharing responsibility for their learning.

## **7** A teacher works as a partner with parents, families, and the community.

*Performances that reflect attainment of this standard include*

- a. promoting and maintaining regular and meaningful communication between the classroom and students' families;
- b. working with parents and families to support and promote student learning;
- c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
- d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
- e. involving parents and families in setting and monitoring student learning goals.

## **8** A teacher participates in and contributes to the teaching profession.

*Performances that reflect attainment of this standard include*

- a. maintaining a high standard of professional ethics;
- b. maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
- c. engaging in instructional development activities to improve or update classroom, school, or district programs; and
- d. communicating, working cooperatively, and developing professional relationships with colleagues.



# STANDARDS

---

## FOR ALASKA'S ADMINISTRATORS

### **1** An administrator provides leadership for an educational organization.

*Performances that reflect attainment of this standard include*

- working with and through individuals and groups;
- facilitating teamwork and collegiality, including treating staff as professionals;
- providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- focusing on high priority issues related to student learning and staff competence;
- recognizing and acknowledging outstanding performance;
- solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
- taking action to carry out plans and accomplish goals; and
- maintaining the administrator's own professional goals.

### **2** An administrator guides instruction and supports an effective learning environment.

*Performances that reflect attainment of this standard include*

- supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
- ensuring that effective instructional methods are in use;
- maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
- developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
- facilitating the establishment of effective learning environments.

### **3** An administrator oversees the implementation of curriculum.

*Performances that reflect attainment of this standard include*

- demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- interpreting school district curricula in terms of school-level organization and program;
- facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- monitoring social and technological developments as they affect curriculum.

### **4** An administrator coordinates services that support student growth and development.

*Performances that reflect attainment of this standard include*

- implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- providing for student guidance, counseling, and auxiliary services;
- coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- supporting the development and use of programs that connect schooling with plans for adult life; and
- supporting the development and overseeing the implementation of a comprehensive program of student activities.

### **5** An administrator provides for staffing and professional development to meet student learning needs.

*Performances that reflect attainment of this standard include*

- supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- evaluating staff for the purpose of making recommendations about retention and promotion; and
- participating in the hiring of new staff based upon needs of the school and district priorities.

### **6** An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

*Performances that reflect attainment of this standard include*

- developing tools and processes to gather needed information from students, staff, and the community;
- using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- interpreting assessment information and evaluations for others; and
- relating programs to desired standards or goals.

### **7** An administrator communicates with diverse groups and individuals with clarity and sensitivity.

*Performances that reflect attainment of this standard include*

- communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- obtaining and using feedback to communicate more effectively;
- recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
- communicating a positive image of the school in the community.

### **8** An administrator acts in accordance with established laws, policies, procedures, and good business practices.

*Performances that reflect attainment of this standard include*

- acting in accordance with federal and state statutes, regulations, and other law;
- working within local policy, procedures, and directives; and
- administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

### **9** An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

*Performances that reflect attainment of this standard include*

- acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- identifying relationships between public policy and education;
- recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- engaging in and supporting efforts to affect public policy to promote quality education for students;
- addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
- enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

### **10** An administrator facilitates the participation of parents and families as partners in the education of children

*Performances that reflect attainment of this standard include*

- supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- ensuring that teachers and staff engage parents and families in assisting student learning;
- maintaining a school or program climate that welcomes parents and families and invites their participation; and
- involving parents and community in meaningful ways in school or program decision-making.

