



Adventist Education

A JOURNEY TO EXCELLENCE

Adventist Education K-12 Teacher Standards

2017

**K-12 TEACHER STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

ADVENTIST EDUCATION STANDARDS

K-12 Teachers

Teacher Standards for Seventh-day Adventist Schools

Educational standards, in general, serve as the basis for school improvement outcomes with the end goal of increased learner achievement. There are four sets of standards that inform the school improvement process in Adventist schools.

School Improvement Standards are embedded in the *Standards for Accreditation of Seventh-day Adventist Schools* and focus on factors that have been identified as affecting learner achievement.

Learner Standards identify what students should know and be able to do across the content areas, and function as the framework for curriculum design, the instructional program, and assessment practices.

Teacher and Leadership Standards articulate the knowledge, performances, and dispositions of teachers and leaders that are necessary to improve student achievement.

In regard to the latter, Marzano notes that there are interdependent relationships among teachers, educational leadership, and learner performance. The classroom behaviors of teachers, and the vision and practices of leadership, positively affect learner performance when there are common goals and a common language of instruction. The NAD Teacher and Leadership Standards serve to describe a common vision for leading, teaching, and learning in Adventist schools within the context of the Adventist worldview and informed by current research and practice as outlined in the *InTASC Model Core Teaching Standards* and the *NPBEA Professional Standards for Educational Leaders*.

PURPOSE

The purpose of the Teacher and Leadership Standards, then, is to serve as a resource for Adventist teachers, educational leaders, and teacher education programs to guide and align professional practice in relation to the development of policies and programs to prepare, certificate, support, supervise, and evaluate teachers and leaders. The standards do not prescribe specific actions, but encourage teachers and leaders to adapt their application to be most effective in particular circumstances and contexts. Notably,

1. The standards can strengthen the collaboration of schools with teacher preparation programs in regards to preservice education as well as mentoring and induction programs.
2. The standards can encourage agency upon the part of teachers and educational leaders to seek out training needed to gain the knowledge and skills advanced by the standards for renewal or advanced denominational certification.
3. The standards can facilitate the development of a meaningful and robust system of professional learning opportunities and supports to promote continuous growth and capacity building.
4. The standards can inform supervision and evaluation practices that improve teaching and learning.

CREDITS

The following resources were referenced in developing the Teacher Standards for Seventh-day Adventist Schools: *InTASC Model Core Teaching Standards*; *NPBEA Professional Standards for Educational Leaders*; Marzano's *Common Language, Common Goals*; Danielson's *The Framework for Teaching*; Stronge's *Effectiveness Performance Evaluation System*.

DEVELOPMENT COMMITTEE MEMBERS

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PURPOSE

STANDARD	DESCRIPTION	(NPBEA Alignment)
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Standard #1: PHILOSOPHY AND MISSION

The teacher understands and makes visible the Seventh-day Adventist worldview and the school's philosophy and mission in the learning environment.

Dispositions	
Adventist Worldview-focused, Collaborative, Ethical, Innovative, Reflective, Analytical, Equity-minded, Growth-oriented, Perseverant, Systems-focused	
Knowledge	
T.PM.1	Understands the Seventh-day Adventist worldview and knows how to apply it to the curriculum
T.PM.2	Understands the school's philosophy, mission, vision, and core values and knows how to integrate them across the curriculum
Performance	
T.PM.3	Integrates the Seventh-day Adventist worldview and the school's philosophy, mission, vision, and core values into the curriculum
T.PM.4	Clearly communicates the school's philosophy, mission, vision, and core values to constituents, parents, and learners
T.PM.5	Demonstrates Christ-like behaviors
T.PM.6	Provides opportunities for learners to connect the Seventh-day Adventist worldview with the knowledge, understanding, and skills acquired

PLAN

Standard #2: CURRICULUM

The teacher understands the spiritual, mental, physical, social, and emotional development of students and designs developmentally appropriate and meaningful learning experiences, preparing them for this world and for eternity.

Dispositions	
Adventist Worldview-focused, Collaborative, Ethical, Innovative, Reflective, Analytical, Equity-minded, Growth-oriented, Perseverant, Systems-focused	
Knowledge	
T.C.1	Understands major concepts, assumptions, debates, biblical perspectives, student attitudes and habits, processes of inquiry, and ways of knowing that are central to the discipline(s) taught (4j)
T.C.2	Understands common misconceptions in learning the discipline(s) and how to guide learners to accurate conceptual understanding (4k)
T.C.3	Knows and uses the academic language of the discipline(s) and knows how to make it accessible to learners (4l)
T.C.4	Knows how to integrate culturally relevant content to build on learners' background knowledge (4m)
T.C.5	Has a deep knowledge of NAD content standards and learning progressions in the discipline(s) taught (4n)
T.C.6	Knows how to integrate the Adventist worldview across the curriculum
T.C.7	Understands the ways of knowing in discipline(s) taught, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns (5i)
T.C.8	Understands how current interdisciplinary themes connect to the core subjects and knows how to weave those themes into meaningful learning experiences (5j)
T.C.9	Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use (5k)
T.C.10	Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals (5l)
T.C.11	Understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning (5m)
T.C.12	Understands communication modes and skills as vehicles for learning across disciplines as well as vehicles for expressing learning (5n)
T.C.13	Understands creative thinking processes and how to engage learners in producing original work (5o)
T.C.14	Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum (5p)

PLAN

STANDARD	DESCRIPTION	(NPBEA Alignment)
Performance		
T.C.15	Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of NAD content standards (4a)	
T.C.16	Engages learners in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content (4b)	
T.C.17	Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)	
T.C.18	Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences (4d)	
T.C.19	Recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding (4e)	
T.C.20	Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline(s), and appropriateness for learners (4f)	
T.C.21	Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners (4g)	
T.C.22	Creates opportunities for students to learn, practice, and master academic language in their content (4h)	
T.C.23	Accesses resources, when available, to evaluate the learner’s content knowledge in their primary language (4i)	
T.C.24	Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (5a)	
T.C.25	Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (5b)	
T.C.26	Facilitates learners’ use of current tools and resources to maximize content learning in varied contexts (5c)	
T.C.27	Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts (5d)	
T.C.28	Develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes (5e)	
T.C.29	Engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work (5f)	
T.C.30	Facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems (5g)	
T.C.31	Develops and implements supports for learner literacy development across content areas (5h)	
T.C.32	Provides opportunities for learners to engage in witnessing and service learning opportunities	
T.C.33	Uses resources that include NAD approved textbooks and materials	

PLAN (CONTINUED)

STANDARD	DESCRIPTION	(NPBEA Alignment)
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Standard #3: INSTRUCTION

The teacher aligns the instructional program with curriculum design and assessment practices and provides a variety of meaningful learning experiences consistent with the schools learning goals.

Dispositions		
Adventist Worldview-focused , Collaborative, Ethical, Innovative , Reflective , Analytical, Equity-minded , Growth-oriented , Perseverant, Systems-focused		
Knowledge		
LEARNER DEVELOPMENT	T.I.1	Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning (1d)
	T.I.2	Understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs (1e)
	T.I.3	Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging (1g)
LEARNING DIFFERENCES	T.I.4	Understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth (2g)
	T.I.5	Understands learners with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs (2h)
	T.I.6	Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition (2i)
	T.I.7	Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values (2j)
	T.I.8	Knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction (2k)
PLANNING FOR INSTRUCTION	T.I.9	Understands content and NAD content standards and how these are organized in the curriculum (7g)
	T.I.10	Understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge (7h)
	T.I.11	Understands Adventist worldview and educational philosophy, learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (7i)
	T.I.12	Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs (7j)
	T.I.13	Knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs (7k)
	T.I.14	Knows when and how to adjust plans based on assessment information and learner responses (7l)
	T.I.15	Knows when and how to access resources and collaborate with others to support student learning (7m)
INSTRUCTIONAL STRATEGIES	T.I.16	Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated (8j)
	T.I.17	Knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals (8k)
	T.I.18	Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks (8l)
	T.I.19	Understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships (8m)
	T.I.20	Knows how to use a wide variety of resources, including human and technological, to engage students in learning (8n)
	T.I.21	Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, appropriateness, and effectiveness (8o)

PLAN (CONTINUED)

STANDARD		DESCRIPTION	(NPBEA Alignment)
Performance			
LEARNING DIFFERENCES	T.I.22	Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate learning (1b)	
	T.I.23	Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for learners to demonstrate their learning in different ways (2a)	
	T.I.24	Makes appropriate and timely provisions for individual learners with particular learning differences or needs (2b)	
	T.I.25	Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings (2c)	
	T.I.26	Brings multiple perspectives to the discussion of content, including attention to learners' personal family and community experiences, Seventh-day Adventist heritage, and cultural norms (2d)	
	T.I.27	Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency (2e)	
	T.I.28	Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs (2f)	
	PLANNING FOR INSTRUCTION	T.I.29	Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and NAD content standards, and are relevant to learners (7a)
T.I.30		Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners (7b)	
T.I.31		Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill (7c)	
T.I.32		Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest (7d)	
T.I.33		Plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs (7e)	
T.I.34		Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning (7f)	
INSTRUCTIONAL STRATEGIES	T.I.35	Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners (8a)	
	T.I.36	Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs (8b)	
	T.I.37	Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family, church, and community resources to develop their areas of interest (8c)	
	T.I.38	Varies role in the instructional process in relation to the content and purposes of instruction and the needs of learners (8d)	
	T.I.39	Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances (8e)	
	T.I.40	Engages all learners in developing higher order questioning skills and metacognitive processes (8f)	
	T.I.41	Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (8g)	
	T.I.42	Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes (8h)	
	T.I.43	Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) (8i)	

PLAN (CONTINUED)

STANDARD	DESCRIPTION	(NPBEA Alignment)
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Standard #4: ASSESSMENT

The teacher understands and uses assessment data to inform changes in curriculum and instruction that support learning outcomes.

Dispositions	
Adventist Worldview-focused, Collaborative, Ethical , Innovative, Reflective, Analytical , Equity-minded, Growth-oriented , Perseverant, Systems-focused	
Knowledge	
T.A.1	Identifies readiness for learning, and understands how development in any one area may affect performance in others (1f)
T.A.2	Understands the differences between formative and summative applications of assessment and knows how and when to use each (6j)
T.A.3	Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias (6k)
T.A.4	Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners (6l)
T.A.5	Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning (6m)
T.A.6	Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback to learners and families (6n)
T.A.7	Knows when and how to evaluate and report learner progress against NAD standards (6o)
T.A.8	Understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs (6p)
T.A.9	Knows when and how to use assessment results in making recommendations to families whose children may benefit from further evaluation
Performance	
T.A.10	Regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development (1a)
T.A.11	Balances the use of formative and summative assessment as appropriate to support, verify, and document learning (6a)
T.A.12	Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results (6b)
T.A.13	Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning and selection of resources (6c)
T.A.14	Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work (6d)
T.A.15	Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process (6e)
T.A.16	Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others (6f)
T.A.17	Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences (6g)
T.A.18	Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs (6h)
T.A.19	Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learners' needs (6i)

PRACTICE

STANDARD	DESCRIPTION	(NPBEA Alignment)
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Standard #5: SUSTAINABLE LEADERSHIP

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning.

Dispositions	
Adventist Worldview-focused, Collaborative , Ethical , Innovative, Reflective, Analytical, Equity-minded, Growth-oriented, Perseverant, Systems-focused	
Knowledge	
T.SL.1	Understands Seventh-day Adventist schools as organizations within a historical, cultural, political, and social context (10l)
T.SL.2	Understands that alignment of family, school, church, and community spheres of influences enhances student learning and that discontinuity in these spheres of influence interferes with learning (10m)
T.SL.3	Knows how to contribute to a common culture that supports high expectations for student learning (10o)
Performance	
T.SL.4	Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning (10a)
T.SL.5	Engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals (10c)
T.SL.6	Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice (10f)
T.SL.7	Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, constituents, and colleagues (10g)
T.SL.8	Uses and generates meaningful research on education issues and policies (10h)
T.SL.9	Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles (10i)
T.SL.10	Advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change (10j)
T.SL.11	Takes on leadership roles at the school, conference, union, and/or division level and advocates for learners, the school, the community, and the profession (10k)

Standard #6: SCHOOL ENVIRONMENT

The teacher creates a learning environment that supports learner outcomes that are in alignment with the school's mission and goals.

Dispositions	
Adventist Worldview-focused, Collaborative , Ethical , Innovative, Reflective, Analytical, Equity-minded, Growth-oriented, Perseverant , Systems-focused	
Knowledge	
T.SE.1	Understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (3i)
T.SE.2	Knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j)
T.SE.3	Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures (3k)
T.SE.4	Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (3l)
T.SE.5	Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways (3m)
T.SE.6	Understands the non-academic needs of learners and how to address their spiritual, physical, emotional, and social needs
Performance	
T.SE.7	Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry (3a)
T.SE.8	Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally (3b)
T.SE.9	Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work (3c)
T.SE.10	Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention (3d)
T.SE.11	Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments (3e)
T.SE.12	Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment (3f)
T.SE.13	Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally (3g)
T.SE.14	Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills (3h)

PRACTICE (CONTINUED)

STANDARD	DESCRIPTION	(NPBEA Alignment)
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Standard #7: PROFESSIONAL LEARNING

The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others, and adapts practice to meet the needs of each learner.

Dispositions	
Adventist Worldview-focused, Collaborative , Ethical , Innovative, Reflective , Analytical, Equity-minded, Growth-oriented , Perseverant, Systems-focused	
Knowledge	
T.PL.1	Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments (9g)
T.PL.2	Knows how to use learner data to analyze practice and differentiate instruction accordingly (9h)
T.PL.3	Understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others (9i)
T.PL.4	Understands law as related to learners' rights and teacher responsibilities (9j)
Performance	
T.PL.5	Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on NAD standards (9a)
T.PL.6	Engages in meaningful and appropriate professional learning experiences aligned with personal needs, NAD certification/endorsement requirements, and the needs of the learners, school, and system (9b)
T.PL.7	Uses a variety of data, independently and in collaboration with colleagues, to evaluate the outcomes of teaching and learning and to adapt planning and practice (9c)
T.PL.8	Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving (9d)
T.PL.9	Reflects on personal biases and accesses resources to deepen one's understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences (9e)
T.PL.10	Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media (9f)

Standard #8: COMMUNICATION AND COLLABORATION

The teacher communicates and collaborates with constituency, learners, families, colleagues, and other school professionals, and community members to ensure learner outcomes.

Dispositions	
Adventist Worldview-focused, Collaborative , Ethical, Innovative, Reflective, Analytical, Equity-minded, Growth-oriented , Perseverant, Systems-focused	
Knowledge	
T.CC.1	Knows how to work with others across the system to support learners (10l)
T.CC.2	Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts (10n)
Performance	
T.CC.3	Collaborates with families, constituents, communities, colleagues, and other professionals to promote learner growth and development (1c)
T.CC.4	Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners (10b)
T.CC.5	Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement (10d)
T.CC.6	Works with school colleagues to build ongoing connections with church and community resources to enhance student learning and well-being (10e)

PRODUCT

STANDARD	DESCRIPTION (NPBEA Alignment)
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Standard #9: REFLECTIVE PRACTICE

The teacher engages in self-reflective practices to assess their performance, knowledge, and dispositions for continuous improvement of teaching and learning outcomes.

Dispositions	
Adventist Worldview-focused , Collaborative , Ethical, Innovative, Reflective , Analytical , Equity-minded, Growth-oriented , Perseverant, Systems-focused	
Knowledge	
T.RP.1	Knows how to be a reflective practitioner who assesses the effectiveness and adequacy of personal knowledge, performance, and dispositions for the purpose of identifying areas for professional learning and growth
T.RP.2	Knows how to build and implement a professional learning plan directly aligned with one's needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities (9k)
Performance	
T.RP.3	Conducts self-assessment to reflect on one's teaching practices (as identified in the teaching standards and indicators) to evaluate the impact on student learning
T.RP.4	Collaborates with school and conference leaders in the evaluative process to identify areas of strength, identify areas needing improvement, and develop a professional learning plan to address identified areas of needed improvement
T.RP.5	Implements individual professional learning plans that are driven by student learning and NAD certification/endorsement needs, aligned to the schoolwide and system-wide philosophy and goals, and include continuous and varied professional learning opportunities

