### Teacher Standards

**Standard #1: PROFESSIONAL AND ETHICAL STANDARDS**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, and that discontinuity in these spheres of influence interferes with learning.

**Performance Indicators**

<table>
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<tr>
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<tbody>
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<td>1.2</td>
<td>The teacher communicates and collaborates with constituency, learners, families, colleagues, and community members to ensure learner outcomes.</td>
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**Standard #2: COMMUNICATION AND COLLABORATION**

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**Standard #3: EQUITY AND SOCIAL JUSTICE**

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

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**Standard #4: PROFESSIONAL COMPETENCIES**

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

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**Standard #5: LEADING AND MANAGING LEARNING ENVIRONMENTS**

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

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**Standard #6: ASSESSING AND IMPROVING LEARNING**

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**Standard #7: PROFESSIONAL GROWTH**

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

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**Standard #8: COMMUNICATION AND COLLABORATION**

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### Teacher Standards for Seventh-day Adventist Schools

**PURPOSE**

The following resources were referenced in developing the Teacher Standards for Seventh-day Adventist Schools:

1. **Southern Union Director of Education**
2. **Debra Fryson**
3. **Language, Common Goals; Danielson’s The Framework for Teaching; Stronge’s Effectiveness Performance Evaluation System.**

The Teacher Standards for Seventh-day Adventist Schools were designed to:

- **Preset criteria** for the quality of teaching and educational leadership
- **Support systemic improvement**
- **Align with Adventist educational philosophy and mission**
- **Promote learner achievement**
- **Function as the framework for curriculum design, instruction, and focus on factors that have been shown to positively affect learner performance when designed and implemented well.**

The standards do not prescribe specific actions, but encourage teachers and leaders to adapt their application to be most effective in their policies and programs to prepare, certificate, support, supervise, and evaluate teachers and leaders. The standards do not mandate the selection of specific curricula, instructional materials, or curriculum content. They do not establish a specific order of teaching. Instead, the standards highlight desired student knowledge, skills, and values and focus on factors that have been shown to positively affect learner performance when designed and implemented well.

**Learner Standards**

There are four sets of standards that inform the school improvement process in Adventist schools:

1. **Standard #1: PHILOSOPHY AND MISSION**
   - Clearly communicates the school’s philosophy, mission, vision, and core values to constituents, parents, and learners.
   - Understands the school’s philosophy, mission, vision, and core values and knows how to integrate them across the curriculum.

2. **Standard #2: CURRICULUM**
   - Knows how to integrate the Adventist worldview across the curriculum.
   - Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
   - Understands creative thinking processes and how to engage learners in producing original work.
   - Understands communication modes and skills as vehicles for learning across disciplines as well as vehicles for expressing learning.
   - Understands major concepts, assumptions, debates, biblical perspectives, student attitudes and habits, knowledge, cognitive processes, and influence of culture and history on development and thought.

3. **Standard #4: INSTRUCTIONAL STRATEGIES**
   - Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior knowledge, and background.
   - Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking, and apply that knowledge and skill sets through reflection, analysis, and evaluation.

4. **Standard #5: LEARNING DIFFERENCES**
   - Understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
   - Engages learners in questioning and challenging assumptions and approaches in order to rethink or reformulate them.

The teacher aligns the instructional program with curriculum design and assessment practices and incorporates learners’ experiences, cultures, and community resources into instruction. The teacher makes language comprehensible and instruction relevant, accessible, and challenging.

**Educational Leaders**

Educational leaders serve to describe a common vision for leading, teaching, and learning to gain the knowledge and capacity building necessary to achieve educational excellence. They are responsible for planning, organizing, and implementing the instructional program, and assessment practices.

**INSTRUCTIONAL STRATEGIES**

**LEARNING DIFFERENCES**

**NPBEA Alignment**

**PLAN**

**PLAN (CONTINUED)**

**DEVELOPMENT COMMITTEE MEMBERS**

North American Division Seventh-day Adventist Church

- Division Director of Education
- Division Director of Secondary Education
- Division Director of Early Childhood

Teacher Standards for Seventh-day Adventist Schools are prior to the Division Director of Education.
Teacher Standards for Seventh-day Adventist Schools

InTASC Model Core Teaching Standards; NPBEA Professional Standards for Educational Leaders; Marzano's Common

The following resources were referenced in developing the 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
- T.PM.6 Provides opportunities for learners to connect the Seventh-day Adventist worldview with the knowledge, understanding, and skills acquired
- T.C.33 Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding
- T.C.31 Facilitates learners' use of current tools and resources to maximize content learning in varied contexts (5c)
- T.C.25 Develops and implements projects that guide learners in analyzing the complexities of an issue or
- T.C.23 Creates opportunities for students to learn, practice, and master academic language in their content (4h)
- T.C.22 Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)
- T.C.19 Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy
- T.C.18 Stimulation of learner reflection on prior content knowledge, links new concepts to familiar
- T.C.17 Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)
- T.C.16 Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations,
- T.C.15 Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs
- T.I.43 Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information (8g)
- T.I.39 Collaborates with learners to design and implement relevant learning experiences, identify their strengths,
- T.I.35 Continuously monitors student learning, engages learners in assessing their progress,
- T.I.31 Plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations,
- T.I.21 Understands how content and skill development can be supported by media and technology and knows
- T.I.14 Knows when and how to access resources and collaborate with others to support student learning (7m)
- T.I.13 Knows when and how to adjust plans based on assessment information and learner responses (7l)
- T.I.12 Knows when and how to use appropriate strategies to differentiate instruction and
- T.I.11 Knows when and how to use appropriate strategies to differentiate instruction and
- T.I.10 Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined
- T.I.9 Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined
- T.I.8 Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)
- T.I.7 Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs
- T.I.6 Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined
- T.I.5 Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)
- T.I.4 Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs
- T.I.3 Understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined
- T.I.2 Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs
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- T.I.0 Engages learners in applying methods of inquiry and standards of evidence used in the discipline(s) (4c)
### Purpose

The teacher aligns the instructional program with curriculum design and assessment practices and the school’s philosophy and mission in the learning environment. The standards can serve to describe a common vision for leading, teaching, and learning.

### Curriculum

#### Standard #2

- **T.C.6** Knows how to integrate the Adventist worldview across the curriculum
- **T.C.5** Knows and uses the academic language of the discipline(s) and knows how to make it accessible to learners
- **T.C.11** Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals

#### Standard #3

- **T.C.32** Engages learners in generating and evaluating new ideas and novel approaches, seeking opportunities to employ a variety of forms of communication that address varied audiences and purposes

#### Standard #4

- **T.C.21** Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy, and the strengths and limitations of each approach in addressing problems, issues, and concerns
- **T.I.8** Understands learners with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs
- **T.I.5** Knows about second language acquisition processes and knows how to incorporate them in the instructional program

#### Standard #5

- **T.C.19** Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners in understanding and mastering the content
- **T.I.7** Knows when and how to access resources and collaborate with others to support student learning

#### Standard #6

- **T.C.15** Creates opportunities for students to learn, practice, and master academic language in their content
- **T.I.6** Understands how content and skill development can be supported by media and technology and knows how to apply a range of developmentally, culturally, and linguistically appropriate strategies and resources
- **T.I.43** Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information

#### Standard #7

- **T.C.12** Understands creative thinking processes and how to engage learners in producing original work
- **T.C.13** Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum
- **T.C.10** Knows how to apply a range of developmentally, culturally, and linguistically appropriate strategies and resources

#### Standard #8

- **T.C.14** Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated
- **T.I.40** Continuously monitors student learning, engages learners in assessing their progress, and creates opportunities for learners to demonstrate their learning in different ways
- **T.I.36** Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs

### Instructional Strategies

#### Standard #9

- **T.I.42** Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners
- **T.I.41** Evaluates plans in relation to short- and long-range goals and systematically adjusts teaching strategies

### Learner Standards

These standards have been identified as affecting learner achievement. Notably, they articulate the knowledge and skills teachers need to know and be able to do across the content areas, and in particular circumstances and contexts. There are common goals and a common language of education, and the standards can serve to describe a common vision for leading, teaching, and learning.
Teacher Standards for Seventh-day Adventist Schools

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</tr>
<tr>
<td>PLAN</td>
<td>T.I.56</td>
<td>Continuously monitors student learning, engages learners in assessing their progress, and makes instructional decisions based on this information.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.57</td>
<td>Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.58</td>
<td>Understands content and NAD content standards and how these are organized in the curriculum.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.59</td>
<td>Knows about second language acquisition processes and knows how to incorporate knowledge of these processes into planning and instruction.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.60</td>
<td>Uses a variety of instructional strategies to support and expand learners’ communication skills.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.61</td>
<td>Engages all learners in developing higher order questioning skills and metacognitive processes.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.62</td>
<td>Provides multiple models and representations of concepts and skills with opportunities for learners to make sense of them.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.63</td>
<td>Varies role in the instructional process in relation to the content and purposes of instruction and the needs of learners.</td>
</tr>
<tr>
<td>PLAN</td>
<td>T.I.64</td>
<td>Continuously monitors student learning, engages learners in assessing their progress, and makes instructional decisions based on this information.</td>
</tr>
</tbody>
</table>
**Standard #4: ASSESSMENT**

Continually seeks appropriate ways to employ technology to support assessment practice both within and outside school settings.

| T.A.13 | Engages learners in understanding and identifying quality work and provides them with opportunities to make appropriate adjustments.
| T.A.14 | Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
| T.A.11 | Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
| T.A.9 | Knows when and how to use assessment results in making recommendations to learners, colleagues, and families.
| T.A.8 | Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessment tools.

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**Standard #6: SCHOOL ENVIRONMENT**

- Takes on leadership roles at the school, conference, union, and/or division level and collaborates with learners and colleagues to develop shared values and expectations for respectful interactions.
- Understands the non-academic needs of learners and how to address their spiritual, physical, emotional, and social needs.
- Engages collaboratively in the schoolwide effort to build a shared vision and supportive culture.
- Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data.
- Understands that alignment of family, school, church, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- Understands Seventh-day Adventist schools as organizations within a historical, cultural, political, and social context.

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**PRODUCT**

- 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.
- Knows how to build and implement a professional learning plan directly aligned with one's needs as a growing professional using a variety of data, independently and in collaboration with colleagues, to evaluate the impact on student learning.
- Knows how to be a reflective practitioner who assesses the effectiveness and adequacy of personal knowledge, understanding, and dispositions;
- And recognizes how they may bias behaviors and interactions with others.
- Knows how to identify common goals, and monitor and evaluate progress toward those goals.
- Understands law as related to learners’ rights and teacher responsibilities.
- Collaborates with families, constituents, communities, colleagues, and other stakeholders in formulating and implementing plans that engage learners, families, constituents, and colleagues.

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**ADVENTIST EDUCATION STANDARDS**

IN SEVENTH-DAY ADVENTIST SCHOOLS
Standard Description

Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in

Effectively uses multiple and appropriate types of assessment data to identify each student's

Engages learners in understanding and identifying quality work and provides them with

Works independently and collaboratively to examine test and other performance data to understand

T.A.13 Designs assessments that match learning objectives with assessment methods and

T.A.12 Balances the use of formative and summative assessment as appropriate to support, verify, and document learning (6a)

T.A.9 Knows when and how to evaluate and report learner progress against NAD standards (6o)

The teacher understands and uses assessment data to inform changes in

area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development (1a)

families whose children may benefit from further evaluation and testing conditions, especially for learners with disabilities and language learning needs (6p)

planning and instruction, and to provide meaningful feedback to all learners (6l)

of assessment and knows how and when to use each (6j)

Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally (3g)

Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the

Uses a variety of methods to engage learners in evaluating the learning environment

T.SE.11 Understands the non-academic needs of learners and how to address their spiritual, physical, emotional, and social needs

T.SE.10 Knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j)

T.SE.9 Understands the relationship between motivation and engagement and knows how to design learning

T.SE.8 Uses technological tools and a variety of communication strategies to build local and global learning

T.SE.7 through applying effective interpersonal communication skills (3h)

T.SE.6 Cultural backgrounds and differing perspectives learners bring to the learning environment (3f)

T.SE.5 and that extend learner interaction with ideas and people locally and globally (3b)

T.SE.4 Knowledge

T.SE.3 Performance

T.SE.2 Dispositions

T.SE.1

T.SL.10 Understands the non-academic needs of learners and how to address their spiritual, physical, emotional, and social needs

T.SL.9 Knows how to help learners work productively and cooperatively with each other to achieve learning goals (3j)

T.SL.8 Uses technological tools and a variety of communication strategies to build local and global learning

T.SL.7 through applying effective interpersonal communication skills (3h)

T.SL.6 Cultural backgrounds and differing perspectives learners bring to the learning environment (3f)

T.SL.5 and that extend learner interaction with ideas and people locally and globally (3b)

T.SL.4 Knowledge

T.SL.3 Performance

T.SL.2 Dispositions

T.SL.1

T.CC.10 Engages in meaningful and appropriate professional learning experiences aligned with personal needs, NAD

T.CC.9 Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners (10b)

T.CC.8 Collaborates with families, constituents, communities, colleagues, and other

T.CC.7 Performance

T.CC.6 Knowledge

T.CC.5 Dispositions

T.CC.4

T.CC.3

T.CC.2

T.CC.1

T.PL.10 Engages in meaningful and appropriate professional learning experiences aligned with personal needs, NAD

T.PL.9 Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners (10b)

T.PL.8 Collaborates with families, constituents, communities, colleagues, and other

T.PL.7 Performance

T.PL.6 Knowledge

T.PL.5 Dispositions

T.PL.4

T.PL.3

T.PL.2

T.PL.1

Standard #9: REFLECTIVE PRACTICE

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

T.CC.10 Knows how to work with others across the system to support learners (10l)

T.CC.9 Dispositions

T.CC.8 Growth-oriented

T.CC.7 Collaborative

T.CC.6 Ethical

T.CC.5 Innovative

T.CC.4 Reflective

T.CC.3 Analytical

T.CC.2 Equity-minded

T.CC.1

T.PL.10 Knows how to work with others across the system to support learners (10l)

T.PL.9 Dispositions

T.PL.8 Growth-oriented

T.PL.7 Collaborative

T.PL.6 Ethical

T.PL.5 Innovative

T.PL.4 Reflective

T.PL.3 Analytical

T.PL.2 Equity-minded

T.PL.1

T.CC.10 Knows how to work with others across the system to support learners (10l)

T.CC.9 Dispositions

T.CC.8 Growth-oriented

T.CC.7 Collaborative

T.CC.6 Ethical

T.CC.5 Innovative

T.CC.4 Reflective

T.CC.3 Analytical

T.CC.2 Equity-minded
T.A.17 Engages learners in understanding and identifying quality work and provides them with feedback to help them improve.

T.A.12 Designs assessments that match learning objectives with assessment methods and evaluation criteria, taking into account the unique needs of each learner.

T.A.10 Knows when and how to use assessment results in making recommendations to improve instruction and learning outcomes.

T.A.5 Understands how to prepare learners for assessments and how to make accommodations in assessments to ensure fairness and equity.

T.A.4 Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional planning, and to provide meaningful feedback to all learners.

Understands the positive impact of effective descriptive feedback for learners and knows how to provide it.

T.SE.14 Uses a variety of methods to engage learners in evaluating the learning environment and their own learning.

T.SE.10 Takes on leadership roles at the school, conference, union, and/or division level and promotes a culture of ethical and professional behavior.

T.SE.1 Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, including cultural backgrounds and differing perspectives learners bring to the learning environment.

T.SE.10 Collaborates with learners, families, and colleagues to build a safe, positive learning environment including norms, expectations, routines, and organizational structures.

T.SL.9 Uses and generates meaningful research on education issues and policies.

T.SL.4 Knows how to contribute to a common culture that supports high expectations for student learning.

T.SL.3 Understands that alignment of family, school, church, and community spheres of influences enhances student learning.

T.SL.2 Understands Seventh-day Adventist schools as organizations within a historical, cultural, political, and social context.

T.PL.10 Advocates, models, and teaches safe, legal, and ethical use of information and technology including certification/endorsement requirements, and the needs of the learners, school, and system.

T.PL.9 Knows how to use learner data to analyze practice and differentiate instruction accordingly.

T.PL.7 Uses a variety of data, independently and in collaboration with colleagues, to evaluate the effectiveness of teaching strategies and the achievement of learning outcomes.

T.PL.5 Understands law as related to learners' rights and teacher responsibilities.

T.PL.4 Understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

T.PL.3 Knows how to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

T.RP.10 Performance: Reflective Practice.

T.RP.4 Evaluates teaching practices and analyzes the outcomes of teaching and learning to adapt planning and practice.

T.RP.3 Uses feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities to plan and implement professional learning activities.

T.RP.2 Professional learning activities to promote learner growth and development.

T.RP.1 Collaborates with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

T.RP.10 Dispositions: Reflective, Collaborative, Growth-oriented, Adventist Worldview-focused, Systems-focused, and Ethical.

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T.RP.10 Dispositions: Reflective, Collaborative, Growth-oriented, Adventist Worldview-focused, Systems-focused, and Ethical.
### PLAN (CONTINUED)

#### STANDARD DESCRIPTION

- **T.A.14** Engages learners in understanding and identifying quality work and provides them with opportunities to apply and share what they have learned.
- **T.A.13** Knows when and how to use assessment results in making recommendations to learners, families, and colleagues.
- **T.A.12** Understands how to prepare learners for assessments and how to make accommodations in assessments.
- **T.A.11** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.10** Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for providing feedback.
- **T.A.9** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.8** Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments.
- **T.A.7** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.6** Understands the differences between formative and summative applications of assessment.
- **T.A.5** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.4** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.3** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.2** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.
- **T.A.1** Knows how to analyze assessment data to understand patterns and gaps in learning, to guide instructional decisions, and to inform family and community dialogues.

#### OFFICE OF EDUCATION DISPOSITIONS

- **T.SE.10** The teacher communicates and collaborates with constituency, learners, families, colleagues, and other educational professionals to promote learner growth and development.
- **T.SE.9** The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, to resolve conflict, and to support learners.
- **T.SE.8** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.
- **T.SE.7** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.
- **T.SE.6** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.
- **T.SE.5** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.
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- **T.SE.2** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.
- **T.SE.1** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning environment.

#### OFFICE OF EDUCATION PERFORMANCE

- **T.CC.10** The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, to identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
- **T.CC.9** The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, to identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
- **T.CC.8** The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, to identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
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- **T.CC.1** The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, to identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.

#### OFFICE OF EDUCATION PRODUCT

- **T.RP.10** The teacher collaborates with school and conference leaders in the evaluative process to identify areas of strength, identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
- **T.RP.9** The teacher collaborates with school and conference leaders in the evaluative process to identify areas of strength, identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
- **T.RP.8** The teacher collaborates with school and conference leaders in the evaluative process to identify areas of strength, identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.
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- **T.RP.1** The teacher collaborates with school and conference leaders in the evaluative process to identify areas of strength, identify areas needing improvement, and to develop a professional learning plan to address identified areas of needed improvement.