Performance-Based Standards for Colorado Teachers

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

Standard One: Knowledge of Literacy. The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

1.1 Plan and organize reading instruction based on ongoing assessment.

1.2 Develop phonological and linguistic skills related to reading including:

- Phonemic awareness.
- Concepts about print.
- Systematic, explicit phonics.
- Other word identification strategies.
- Spelling instruction.

1.3 Develop reading comprehension and promotion of independent reading including:

- Comprehension strategies for a variety of genre.
- Literary response and analysis.
- Content area literacy.
- Student independent reading.

1.4 Support reading through oral and written language development including:

- Development of oral English proficiency in students.
- Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
- The relationships among reading, writing, and oral language.
- Vocabulary development.
- The structure of standard English

1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

2.1 Develop in students an understanding and use of:

- Number systems and number sense
- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment : The teacher shall be knowledgeable about strategies, planning practices , assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

3.1 Design short and long range standards-based instructional plans.
3.2 Develop valid and reliable assessment tools for the classroom.
3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
3.5 Use assessment data as a basis for standards-based instruction
3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content : The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

4.1 Utilize content knowledge to ensure student learning.
4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
4.3 Apply expert content knowledge to enrich and extend student learning.
4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
5.2 Apply sound disciplinary practices in the classroom
5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
5.4 Raise the academic performance level of a group of students, over time, to a higher level.
5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
5.7 Accurately document and report ongoing student achievement.
5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

7.1 Apply technology to the delivery of standards-based instruction.

7.2 Use technology to increase student achievement.

7.3 Utilize technology to manage and communicate information.

7.4 Apply technology to data-driven assessments of learning.

7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

8.1 Model and articulate the democratic ideal to students, including:

- The school's role in developing productive citizens.
- The school's role in teaching and perpetuating the principles of a democratic republic.

8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family and community well being.

8.3 Understand and respond to influences on educational practice including:

- Federal and state constitutional provisions.
- Federal executive, legislative and legal influences.
- State roles of the governor, legislature and State Board of Education
- Local school districts, boards of education and boards of cooperative educational services.
- Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
- Public sector input from business, advocacy groups, and the public.

8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.

8.5 Evaluate his/her performance and access the professional development options necessary to improve that performance.