

Southeastern California Conference of Seventh-day Adventists
Office of Education
Performance Standards for Teachers—Expanded Form

Standard #1: Teachers Will Engage and Support All Students in Learning

Teachers build on students’ prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students’ diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Element 1.1: Creating a learning environment that engages all students

Teachers may ask, “How or why do I . . .”

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?
- engage all students in a variety of learning experiences that accommodate the different ways they learn?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

Element 1.2: Connecting learning goals with students’ prior knowledge, interests, and developmental stages

Teachers may ask, “How or why do I . . .”

- help students to see the connections between what they already know and the new material?
- help students to connect classroom learning to their life experiences and cultural understandings?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students’ comments and questions during a lesson to extend their understanding?
- make “on the spot” changes in my teaching based on students’ interests and questions?
- use knowledge about students’ lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- design lessons that promote subject matter knowledge and language development for second language learners?
- design lessons that challenge students at their own developmental levels?

Element 1.3: Facilitating learning experiences that promote autonomy, interaction, and decision-making

Teachers may ask, “How or why do I . . .”

- use the classroom environment to provide opportunities for independent and collaborative learning?
- provide a variety of grouping structures to promote student interactions and learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

Element 1.4: Engaging students in problem solving and critical thinking

Teachers may ask, “How or why do I . . .”

- provide opportunities for all students to think, discuss, interact, reflect and evaluate content?
- help all students to learn, practice, internalize and apply subject-specific learning strategies and procedures?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for all students to learn and practice skills in meaningful contexts?
- help all students to analyze and draw valid conclusions about content being learned?

Element 1.5: Promoting self-directed, reflective learning for all students

Teachers may ask, “How or why do I . . .”

- motivate all students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?
- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

Standard #2: Teachers Will Create and Maintain an Effective Learning Environment

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Element 2.1: Creating an environment that stimulates intellectual development

Teachers may ask, “How or why do I . . .”

- provide opportunities for students to think, discuss, interact, reflect and evaluate?
- support students in critically investigating subject matter concepts and questions?
- encourage all students to ask critical questions and consider diverse perspectives?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- help students develop enthusiasm for and a deep knowledge of the subject matter?
- plan questions which encourage the development of critical thinking skills?
- encourage students to take risks and be creative?
- challenge students to think critically in each subject area?

Element 2.2: Creating an environment that is conducive to moral development

Teachers may ask, “How or why do I . . .”

- stay alert to opportunities that arise to make moral statements in all content areas?
- engender such feelings as, loyalty, inspiration, reverence, piety, sorrow, thankfulness, and dedication in the classroom?
- connect ordinary classroom events to moral insights?
- provide classroom displays that represent content which is inspiring or morally uplifting?
- always model the spirit of trustworthiness?
- assure that classroom communication consistently contributes to a feeling of well-being and mutual respect?

Element 2.3: Establishing a climate that promotes fairness and respect

Teachers may ask, “How or why do I . . .”

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- understand and respond to inappropriate behaviors in a fair and equitable way?
- demonstrate respect and appreciation for all students, families and cultures?

Element 2.4: Promoting social development and group responsibility

Teachers may ask, “How or why do I . . .”

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student's self esteem?
- create opportunities for all students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?

- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

Element 2.5: Establishing and maintaining standards for student behavior

Teachers may ask, “How or why do I . . .”

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students' developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support all students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

Element 2.6: Planning and implementing classroom procedures and routines that support student learning

Teachers may ask, “How or why do I . . .”

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures and to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?

Element 2.7: Using instructional time effectively

Teachers may ask, “How or why do I . . .”

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that all students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for all students to complete learning activities?
- provide time for all students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

Element 2.8: Maintaining a physical environment that is clean, orderly, and safe

Teachers may ask, “How or why do I . . .”

- develop classroom procedures and routines that promote and maintain appropriate order and efficiency?
- apply my knowledge about my professional and legal responsibilities for students' learning, behavior and safety?
- maintain a classroom free of elements which may provide undue risks to students?
- recognize my responsibilities for the maintenance of a playground free of unacceptable risks to students?
- promote student attitudes that discourage bullying activities or attitudes?
- recognize and prevent student attitudes that may lead to bullying activities?

Standard #3: Teachers Will Organize Subject Matter and Design Learning Experiences

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Element 3.1: Demonstrating knowledge of subject matter content

Teachers may ask, “How or why do I . . .”

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

Element 3.2: Following adopted curriculum and frameworks

Teachers may ask, “How or why do I . . .”

- plan lessons and units that promote access to academic content for all students?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- use adopted curricula and frameworks to develop short-term and long-term plans?

Element 3.3: Interrelating ideas and information within and across subject matter areas

Teachers may ask, “How or why do I . . .”

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

Element 3.4: Integrating faith with learning across subject matter areas

Teachers may ask, “How or why do I . . .”

- stay alert to opportunities for presenting God's love and creative power in all content areas?
- engender such feelings as, loyalty, inspiration, reverence, piety, sorrow, thankfulness, and dedication in the classroom?
- connect ordinary classroom events to insights about God's workings through man?

- provide classroom displays that represent the Seventh-day Adventist Christian faith?
- consistently model Christlikeness in my dealings with students and parents?
- assure that classroom communication consistently contributes to a feeling of well-being and mutual respect?

Element 3.5: Using a variety of instructional strategies and resources appropriate to the subject matter

Teachers may ask, “How or why do I . . .”

- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand?
- choose strategies that make the complexity and depth of subject matter understandable to students?
- use strategies that support subject matter learning for second language learners?
- modify materials and resources and use appropriate adaptive equipment to support each student's fullest participation?
- use technology to enhance student learning?
- vary my instructional strategies to increase students' active participation in learning?
- make use of unexpected events to augment student learning?
- develop and use a repertoire of instructional strategies well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?

Element 3.6: Developing and sequencing instructional activities and materials for student learning

Teachers may ask, “How or why do I . . .”

- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
- organize subject matter effectively to reveal and value different cultural perspectives?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?
- sequence subject matter concepts to support student learning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students' experience and interests?
- develop short-term and long-term plans that build on and extend students' understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

Standard #4: Teachers Will Monitor and Assess Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Element 4.1: Establishing and communicating learning goals for all students

Teachers may ask, “How or why do I . . .”

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students' development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

Element 4.2: Collecting and using multiple sources of information to assess student learning

Teachers may ask, “How or why do I . . .”

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

Element 4.3: Involving and guiding all students in assessing their own learning

Teachers may ask, “How or why do I . . .”

- make assessment integral to the learning process?
- model assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their own work?
- help all students to build their skills in self-reflection?
- provide opportunities for all students to engage in peer discussion of their work?
- help all students to understand and monitor their own learning goals?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

Element 4.4: Using the results of assessment to guide instruction

Teachers may ask, “How or why do I . . .”

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students' individual needs?
- use assessment results to plan instruction to support students' individual educational plans (IEP)?

Element 4.5: Communicating student progress with students, and appropriate others in a timely manner

Teachers may ask, “How or why do I . . .”

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

Element 4.6: Maintaining complete, accurate, and confidential student records

Teachers may ask, “How or why do I . . .”

- collect and maintain a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- maintain records which allow for the collection and reflection upon evidence of student learning?
- collect standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- collect and maintain informal assessments of student learning?
- maintain all student assessment data in a secure location?
- avoid sharing of student assessment data with unauthorized individuals?
- avoid sharing of information about students and families with unauthorized individuals?

Standard #5: Teachers Will Develop As a Christian Professional Educator

Teachers recognize their responsibility as a Christian role model for students. They reflect on their own spiritual growth and recognize the need to continually nurture their own spiritual needs. Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities with personal and spiritual needs in order to maintain motivation and commitment to all students.

Element 5.1: Modeling a positive and growing relationship with Christ

Teachers may ask, “How or why do I . . .”

- maintain a positive attitude with students and colleagues?
- demonstrate my relationship with Christ through unselfish service in my church or community?
- demonstrate professional conduct and integrity in the classroom and school community?
- find time to provide for my personal spiritual needs?

Element 5.2: Demonstrating a life style consistent with accepted Seventh-day Adventist standards

Teachers may ask, “How or why do I . . .”

- recognize and identify the standards of the church that reflect my local school and church?
- model before my students daily a commitment to the Seventh-day Adventist Church?
- continually model, in all aspects of my life, a loyalty to the Seventh-day Adventist Church?

Element 5.3: Creating and maintaining an environment that encourages students’ spiritual development

Teachers may ask, “How or why do I . . .”

- stay alert to opportunities that arise to draw students to Christ?
- demonstrate such feelings as, loyalty, inspiration, reverence, piety, sorrow, thankfulness, and dedication in the classroom?
- connect ordinary classroom events to students’ spiritual lives?
- include formal spiritual lessons in my classroom daily?
- assure that classroom communication consistently reflects loyalty to Christ?

Element 5.4: Promoting opportunities for student involvement in outreach activities

Teachers may ask, “How or why do I . . .”

- encourage students to witness to one another?
- support involvement of my students in the outreach activities of the church or other service organizations?
- collaborate with local church departments or other service organizations to provide outreach activities for my students?
- collaborate with colleagues to provide outreach activities for my students?

Element 5.5: Establishing professional goals and show initiative in professional development activities

Teachers may ask, “How or why do I . . .”

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?
- challenge myself intellectually and creatively throughout my career?
- formulate professional development plans that are based on my reflection and analysis?

Element 5.6: Working with colleagues and/or communities to enhance professional practice

Teachers may ask, “How or why do I . . .”

- value and respect the student's community and appreciate its role in student learning?
- increase my understanding of the cultures and dynamics of my students' communities?
- promote collaboration between school and community?
- identify and use school, district, and local community social service resources to benefit students and their families?
- seek out and use resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?
- interact with students in activities outside the classroom?
- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students' diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching- related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

Element 5.7: Communicating effectively with parents and families

Teachers may ask, “How or why do I . . .”

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' linguistic and social backgrounds?
- promote positive dialogue and interactions with all families, and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

Element 5.8: Maintaining a professional appearance appropriate to one's teaching assignment

Teachers may ask, "How or why do I . . ."

- dress according to the expectations of the local school administrator, board, parents, and community members?
- balance the needs of the physical activities of my assignment with the need to maintain a professional appearance?

Element 5.9: Fulfilling adjunct duties as required

Teachers may ask, "How or why do I . . ."

- integrate attendance at school functions with my personal schedule?
- assure that no out-of-class duties and responsibilities are faithfully met?
- determine the professional expectations for my time outside of normal school hours?