

# Ohio Continuum of Teacher Development: A Resource Tool for Educators

## Introduction

The *Ohio Continuum of Teacher Development* supports Ohio's educators as they develop the skills and knowledge necessary to provide the highest quality education to Ohio students. Based on the *Ohio Standards for the Teaching Profession*, the *Continuum* describes teachers' progress throughout the course of their careers.

## Organization of the *Continuum*

The *Continuum* describes five cumulative levels of development, which correspond to the Proficient, Accomplished and Distinguished indicators in the *Ohio Standards for the Teaching Profession* and to the categories used in Ohio's Race to the Top application. These five levels of teacher development are:

- Emerging
- Developing
- Proficient
- Accomplished
- Distinguished

## Uses of the *Continuum*

While the content of the *Continuum* can inform the design of performance weighting rubrics, the *Continuum* itself is not intended to be evaluative. The philosophy behind the *Continuum* is that teachers will continue to grow over the course of their careers with the assistance of a system that supports their growth and development.

In addition to serving as a tool for teachers, it is anticipated that the *Continuum* will do the following.

- assist higher education programs in developing the content and requirements of pre-service training and development;
- focus the goals and objectives of districts and schools as they support educators and seek to improve the profession;
- be used to plan and guide goal setting and professional development;
- serve as a tool in developing coaching and mentoring programs; and

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- inform teacher residency programs and evaluation efforts at the state, district and local levels.

### **What the *Continuum* Means for Ohio's Teachers**

Progress across the levels of the *Continuum* may not always occur at the same rate for all teachers; therefore, mastery of each level does not necessarily correlate with time on the job. Some teachers may progress through the levels of certain standards more quickly than others. Some teachers' mastery may decline on specific *Continuum* levels when they take on a new teaching responsibility or content area. With Ohio's support systems in place, however, all teachers can reach a level in their careers at which they effectively meet students' needs and provide high quality instruction for Ohio's students.

Use of the *Ohio Continuum of Teacher Development* can support Ohio educators and help create a world-class, standards-based education system in which all students achieve at the highest levels.

## Overview of Continuum Levels

PRE-LICENSURE	RESIDENCY	TEACHING	TEACHING/LEADING	
EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<p>This level describes the expected knowledge and skills of teacher education candidates who are completing their student teaching requirement and clinical experiences.</p> <p>These candidates are gaining the content knowledge and skills to become professional educators. They rely on other teachers for assistance and are learning to apply the knowledge from their coursework to classroom situations.</p> <p><u>Ohio License Alignment:</u> This level describes educators at the pre-licensure stage.</p>	<p>This level describes teachers whose skills are emerging.</p> <p>These skills and levels of knowledge likely describe resident educators at the beginning of their residency and in their first years of teaching. These teachers may still rely on more experienced colleagues for support but are moving towards independence and self-direction.</p> <p><u>Ohio License Alignment:</u> This level aligns with Ohio's Resident Educator License (previously called the provisional license).</p>	<p>This level describes expectations for teachers who are applying their knowledge and skills independently in the classroom.</p> <p>These teachers are able to teach independently and consistently apply what they know about teaching to daily practice as their learning continues to evolve.</p> <p><u>Ohio License Alignment:</u> Licensed teachers are expected to meet or exceed this level; teachers will have reached this level by the end of their residency program. This level aligns with Ohio's Five-Year Professional License. (Note that even though a teacher may maintain this license throughout his or her career, all teachers are expected to continue to grow across the <i>Continuum</i>.)</p>	<p>This level describes teachers who are fully skilled and able to integrate knowledge and experience in instruction, curriculum and professional development into practice.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Senior Professional Educator License.</p>	<p>This level describes teachers who are leaders. They consistently innovate in teaching and professional development. They contribute to their school, district and local communities through staff development, mentoring and classroom-based research. They may be National Board certified.</p> <p><u>Ohio License Alignment:</u> Teachers at this level may choose to pursue Ohio's Lead Professional Educator License.</p>

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## Ohio Standards for the Teaching Profession

1. Teachers understand student learning and development and respect the diversity of the students they teach.
  - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
  - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
  - Teachers expect that all students will achieve to their full potential.
  - Teachers model respect for students' diverse cultures, language, skills, and experiences.
  - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.
2. Teachers know and understand the content area for which they have instructional responsibility.
  - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
  - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
  - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
  - Teachers understand the relationship of knowledge within the discipline to other content areas.
  - Teachers connect content to relevant life experiences and career opportunities.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
  - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
  - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
  - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
  - Teachers collaborate and communicate student progress with students, parents and colleagues.
  - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
  - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
  - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
  - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
  - Teachers apply knowledge of how students think and learn to instructional design and delivery.
  - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
  - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
  - Teachers use resources effectively, including technology, to enhance student learning.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
  - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
  - Teachers create an environment that is physically and emotionally safe.
  - Teachers motivate students to work productively and assume responsibility for their own learning.
  - Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
  - Teachers maintain an environment that is conducive to learning for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
  - Teachers communicate clearly and effectively.
  - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
  - Teachers collaborate effectively with other teachers, administrators and school and district staff.
  - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
  - Teachers understand uphold and follow professional ethics, policies and legal codes of professional conduct.

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- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

## Standard 1: STUDENTS

Teachers understand student learning and development and respect the diversity of the students they teach.

	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<b>Element 1.1</b>	<b>Knowledge of Human Development</b>				
Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Teachers demonstrate an understanding of research on human (student) development (physical, social, emotional, cognitive, and linguistic).  They demonstrate understanding that student development (physical, social, emotional, cognitive and linguistic) influences learning and plan instruction accordingly.	<b>...and</b> Teachers examine student development (physical, social, emotional, cognitive, and linguistic) to identify student readiness in order to design instruction.	<b>...and</b> Teachers demonstrate their knowledge of how learning occurs, understand how students acquire skills and develop disciplinary thinking processes, and create learning activities and select appropriate instructional strategies for students' ages, abilities and learning styles.	<b>...and</b> Teachers analyze individual and group performance in order to design instruction that meets a range of learner needs.	<b>...and</b> Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish differentiated goals that meet the needs of each student.
<b>Element 1.2</b>	<b>Understanding of Students' Knowledge and Skills</b>				
Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	Teachers identify instructional activities that reflect an understanding of students' abilities, talents, experiences, and prior knowledge.	<b>...and</b> Teachers gather and use information about students' prior learning and abilities to plan and deliver appropriate instruction.	<b>...and</b> Teachers present concepts and principles at differentiated levels of complexity to reflect varied levels of student knowledge and skills.  They deliver instruction that demonstrates their	<b>...and</b> Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning.	<b>...and</b> Teachers lead colleagues in the analysis of student work and the design and implementation of responsive, differentiated strategies to assess individual student abilities, learning styles and

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	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
			understanding of how development in one area informs performance in other areas.		needs.
<b>Element 1.3</b> Teachers expect that all students will achieve to their full potential.	<b>Understanding Expectations</b>				
	Teachers establish and clearly communicate high expectations for all students.	<b>...and</b> Teachers model a belief that all students can learn and persist in efforts to help all students achieve to their full potential.	<b>...and</b> Teachers set specific and challenging expectations for each individual student and each learning activity.	<b>...and</b> Teachers demonstrate their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.	<b>...and</b> Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.
<b>Element 1.4</b> Teachers model respect for students' diverse cultures, language skills and experiences.	<b>Respect for Diversity</b>				
	Teachers value and demonstrate knowledge of the interests and cultural heritage of groups of students. They respect individuals and individual differences.  They access information about the values and norms of diverse cultures and communities.	<b>...and</b> Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual.  They avoid the use of bias, stereotypes and generalizations in their classrooms.	<b>...and</b> Teachers foster a classroom learning community in which individual differences and multiple perspectives are respected.  They respect and value the languages and dialects of their students and demonstrate an awareness of English Language Learners needs by incorporating instructional strategies and resources that	<b>...and</b> Teachers support student participation in creating and maintaining a respectful and responsible learning culture.  They analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases.  They implement instructional strategies that support English	<b>...and</b> Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.

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	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
			support language acquisition.	Language Learners and the use of Standard English in speaking and writing in the classroom.	
<b>Element 1.5</b>	<b>Ability to Meet All Students' Needs</b>				
Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	Teachers demonstrate understanding of the needs of students with disabilities and gifted students by understanding laws and identifying appropriate strategies and resources to serve those students.	<b>...and</b> Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). They identify and refer students for screening and assessment when appropriate.	<b>...and</b> Teachers adapt curriculum and instruction to meet the needs of those students whose performance is advanced or below level.  They seek and use support from specialists and other sources of expertise to enhance student learning.	<b>...and</b> Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.	<b>...and</b> Teachers advocate within the school, district and the broader community to ensure that all students have access to all appropriate learning opportunities and resources.