

## New York State Teaching Standards And Elements

	<p><b>Standard 4: Learning Environment</b></p> <p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p> <p>4.2 Creates an intellectually challenging and stimulating learning environment</p> <p>4.3 Manages the learning environment for the effective operation of the classroom</p> <p>4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment</p>
<p><b>Standard 1: Knowledge of Students &amp; Student Learning</b></p> <p>1.1 Knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels</p> <p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes</p> <p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students</p> <p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p> <p>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students’ learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</p>	<p><b>Standard 5: Assessment for Student Learning</b></p> <p>5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth</p> <p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p> <p>5.3 Communicate information about various components of the assessment system</p> <p>5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly</p> <p>5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated</p>
<p><b>Standard 2: Knowledge of Content and Instructional Planning</b></p> <p>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]</p> <p>2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts</p> <p>2.3 Uses a broad range of instructional strategies to make subject matter accessible</p> <p>2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p> <p>2.5 Designs relevant instruction that connects students’ prior understanding and experiences to new knowledge</p> <p>2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</p>	<p><b>Standard 6: Professional Responsibilities and Collaboration</b></p> <p>6.1 Upholds professional standards of practice and policy as related to students’ rights and teachers’ responsibilities</p> <p>6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning</p> <p>6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success</p> <p>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p> <p>6.5 Understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities</p>
<p><b>Standard 3: Instructional Practice</b></p> <p>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p> <p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p> <p>3.3 Set high expectations and create challenging learning experiences for students</p> <p>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p> <p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p> <p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<p><b>Standard 7: Professional Growth</b></p> <p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p> <p>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies</p> <p>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice</p> <p>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources</p>