

Section Two: 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.
 - 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.

Ohio ABL Administrator Standards, Elements, and Indicators

Standards are overarching goals and themes that provide a framework for what administrators should know and be able to do.

Elements are statements that describe key understandings, assumptions and beliefs related to the standard.

Indicators are observable and measurable statements that provide evidence of the application of knowledge and skills in practice.

Standard #1 Vision/Goals	Administrators help create a shared vision and clear goals for their programs and ensure continuous progress toward achieving their goals.	
Element 1.1 Administrators facilitate the articulation and realization of a shared vision that is research-based and data driven.	Element 1.2 Administrators lead the process of setting, monitoring and achieving specific goals that reflect realistic expectations for continuous program improvement.	Element 1.3 Administrators anticipate, monitor and respond to educational developments that affect program issues and environment.
Indicator 1.1.1 Administrators involve staff in strategic planning that is based on a needs assessment, program data and relevant research findings.	Indicator 1.2.1 Administrators articulate annual program goals and strategies to promote student achievement.	Indicator 1.3.1 Administrators utilize knowledge of current trends, issues, policies and research through regularly accessing federal, state, and local resources.
Indicator 1.1.2 Administrators share and review long term and short term program goals with staff periodically throughout the year.	Indicator 1.2.2 Administrators implement an annual participatory program review process* to evaluate strengths, priorities for improvement and strategies to address identified needs.	Indicator 1.3.2 Administrators share and support use of innovative practices to improve program-related issues and services.
Indicator 1.1.3 Administrators articulate staff's role in achieving program goals.	Indicator 1.2.3 Administrators recognize staff achievements in meeting program goals.	Indicator 1.3.3 Administrators provide mechanisms for collecting, analyzing and integrating student input into program improvement.

*Participatory program review process - involves input from staff, students and key stakeholders; analysis of program data; and review of relevant research findings.

**Standard #2
Student Achievement**

Administrators support the implementation of high-quality instructional services that result in higher levels of achievements for students.

<p>Element 2.1 Administrators ensure that the instructional content that is taught is aligned with program goals and standards-based education.</p>	<p>Element 2.2 Administrators ensure staff is knowledgeable in adult learning theory, practices and content.</p>	<p>Element 2.3 Administrators ensure instructional services and practices are effective, promote learning and meet the needs of all students.</p>
<p>Indicator 2.1.1 Administrators assist in and guide the program use of research and best practices to help meet the needs of all students.</p>	<p>Indicator 2.2.1 Administrators demonstrate knowledge of adult learning theory and effective instructional practice and share that knowledge with staff.</p>	<p>Indicator 2.3.1 Administrators understand and facilitate the effective use of program data.</p>
<p>Indicator 2.1.2 Administrators provide staff with resources and support to assist in implementation of instruction.</p>	<p>Indicator 2.2.2 Administrators utilize an effective and thorough hiring process that includes evidence of applicant's relevant adult education knowledge and skills.</p>	<p>Indicator 2.3.2 Administrators establish the use of varied practices which reflect learning styles and differences.</p>
<p>Indicator 2.1.3 Administrators ensure alignment of assessment, curriculum, instruction, student goals and lesson plans.</p>		<p>Indicator 2.3.3 Administrators support adaptations to ensure program inclusiveness and suitability for diverse and special needs students.</p>
<p>Indicator 2.1.4 Administrators support the use of individual learning plans designed to meet or exceed learners' goals.</p>		<p>Indicator 2.3.4 Administrators direct and assist staff with access to current technology, practices, instructional tools and a variety of delivery methods.</p>
		<p>Indicator 2.3.5 Administrators ensure that appropriate formal and informal assessment options and practices are implemented in the program.</p>

**Standard #3
Management**

Administrators manage resources and program operations in order to ensure a safe and productive learning environment.

Element 3.1 Administrators allocate resources to support program goals and operations.	Element 3.2 Administrators institute procedures and practices to support staff and students and establish an environment that is safe and conducive to learning.	Element 3.3 Administrators understand, uphold and model professional ethics, policies, conduct and legal codes.
Indicator 3.1.1 Administrators use and promote current technology to enhance the learning environment.	Indicator 3.2.1 Administrators follow OPAS and Indicators of Program Quality guidelines and appropriate policies and procedures.	Indicator 3.3.1 Administrators continuously work to develop and improve their own leadership and management skills.
Indicator 3.1.2 Administrators ensure a safe and productive learning environment.	Indicator 3.2.2 Administrators assess, provide and regularly review safety policies with staff and students.	Indicator 3.3.2 Administrators ensure compliance with all local, state and federal mandates relevant to ABLE.
Indicator 3.1.3 Administrators manage budget, complete reports and allocate resources to support program goals and operations in compliance with ODE guidelines.	Indicator 3.2.3 Administrators conduct annual performance appraisals with staff, in writing, and apply established criteria for staff performance.	Indicator 3.3.3 Administrators ensure accurate and timely data collection, reporting and the proper protocol of standardized assessment.

Standard #4 PD	Administrators participate, sustain and model professional development and lifelong learning practices.
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Element 4.1 Administrators model professional development and lifelong learning practices.	Element 4.2 Administrators support and sustain professional development and leadership for all staff that enhances student achievement.
Indicator 4.1.1 Administrators demonstrate the value of professional development by participation in lifelong learning.	Indicator 4.2.1 Administrators collaborate with staff to develop program and individual professional development plans based on identified needs.
Indicator 4.1.2 Administrators use a self-assessment tool to identify professional development needs and access information/resources to address those needs.	Indicator 4.2.2 Administrators communicate information about professional development opportunities and provide release time, stipends and/or other types of support.
Indicator 4.1.3 Administrators remain current and involved in local, state and national learning and leadership.	Indicator 4.2.3 Administrators monitor staff participation in professional development and promote the transfer of learning to the program.

Standard #5 Community	Administrators connect with the community to create an environment where community resources support student learning, achievement and program goals.
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Element 5.1 Administrators connect the program with the community (local, state and national).
Indicator 5.1.1 Administrators share the vision and goals of the program with the community.
Indicator 5.1.2 Administrators develop and maintain community relationships to secure funding, community expertise, equipment, support services and other resources.
Indicator 5.1.3 Administrators establish community partnerships to improve services for adult learners to enhance services for the community.
Indicator 5.1.4 Administrators develop and implement an effective student recruitment plan that reflects the needs of the local community.

Term: Community – includes local, state, and/or national

Stakeholder – administration, community board, fiscal agent, business/industry, landlords, advisory committee

Community partnerships - businesses, institutions of higher learning, local educational agencies, child care centers, health centers, employment and job training centers and other agencies