

Ohio Standards for the Lutheran Teaching Profession

Introduction

The research is clear; what matters most is the quality of the Christ-centered teacher that we put before every student. It is the interaction between teacher and student that is critical to producing high-level student learning, achievement, and faith development. With the adoption of the Ohio Standards for the Lutheran Teaching Profession, the Ohio Standards for Lutheran Principals and the Ohio Standards for Lutheran Professional Development, the Lutheran schools of Ohio continue steps towards an aligned, standards-based education system in which all students achieve at the highest levels.

Intended Purposes of the Standards

The Ohio Lutheran School Standards for the Lutheran Teaching Profession were developed for use as a guide for teachers as they continually reflect upon and improve their effectiveness as academic and spiritual educators throughout all of the stages of their careers. While there are many influences on a teacher's development, these standards will serve as an important tool for teachers as they consider their growth and development within the profession.

In addition, these standards will serve many other audiences and purposes. It is anticipated that these standards may:

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

In the Standards for the Teaching Professionals in Lutheran schools, eight standards are delineated. These standards fall under three larger organizers, as shown below, and include:

The Focus of Teaching and Learning	The Conditions for Teaching and Learning	Teaching as a Profession
<p>Standard #1: Religion Integration Lutheran teachers understand and share the belief that, in all areas of student learning and student development, those in faith accept and proclaim the Gospel – the Good News of the life, death, and resurrection of Jesus Christ.</p> <p>Standard #2: Students Teachers understand student learning and development in respect to the diversity of the students as being fellow members of the body of Christ.</p> <p>Standard #3: Content Teachers know and understand the content area for which they have instructional responsibility.</p> <p>Standard #4: Assessment Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <p>Standard #5: Instruction Teachers plan and deliver effective instruction that advances the learning of each individual student.</p>	<p>Standard #6: Learning Environment Teachers create learning environments that promote high levels of learning and achievement for all students in a Christ-centered environment.</p> <p>Standard #7: Collaboration and Communication Teachers collaborate and communicate with other educators, administrators, students, parents and the church community to support student learning.</p>	<p>Standard #8: Professional Responsibility, Professional Growth, and Spiritual Growth Teachers assume responsibility for their professional and spiritual growth, performance, and involvement as a Christian member of a Lutheran learning community which includes the local congregation(s).</p>

The Connections between the Standards

Ohio's Standards for the Lutheran Teaching Profession are interrelated and connect in teachers' practice. They are not intended to show isolated knowledge or skills and are not presented in order of importance.

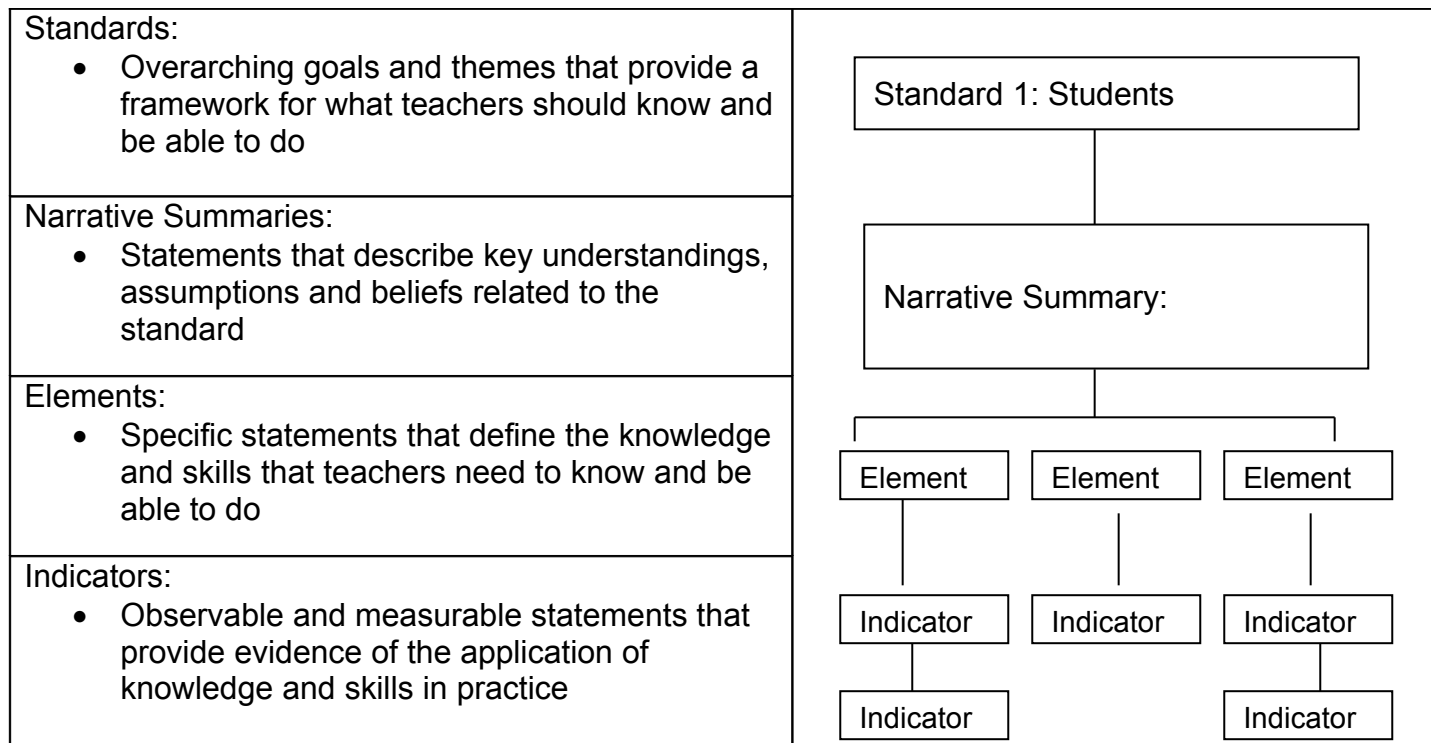
Teachers' knowledge and skills in each standard area will impact their ability to perform effectively in other standard areas. For example, teachers' understanding of assessment will impact their ability to provide effective Christian instruction based on students' needs. Their understanding of student uniqueness will impact their ability to create a Christ-centered learning environment. Their ability to assess and reflect on their own effectiveness will impact the quality of their instruction. Each of these standards is important in effective teaching.

Organization and Structure of the Standards

Each standard is organized as follows:

- **Standard:** The Standard is the broad category of teacher knowledge and skills;
- **Narrative:** The Narrative more fully describes the content and rationale for each Standard;
- **Elements:** The Elements are the statements of what teachers should know, think and do to be effective teachers in Lutheran schools.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice. The Indicators are observable and measurable statements to serve as tools in discussions of teacher skills and knowledge.

This organization, by Standard, Narrative, Element and Indicator is shown in the graphic below:



The Indicator Levels

In the Ohio Standards for the Lutheran Teaching Profession, and the Standards for Lutheran Principals, the Indicators are written to show performance at three levels: Proficient, Accomplished and Distinguished.

The indicators are cumulative. The Proficient level indicators describe the building blocks of knowledge and skills that allow educators to advance in their expertise as teachers. Teachers who reach the Accomplished level demonstrate mastery of the skills and knowledge at the Proficient level. Teachers teaching at the Distinguished level demonstrate mastery of the skills and knowledge at the Proficient and Accomplished levels. Therefore, to get a complete picture of an educator teaching at the Distinguished level, readers will need to look at the indicators provided in the Proficient and Accomplished levels as well.

Mastery of each level does not necessarily correlate with time on the job; these indicators represent developmental skills and knowledge. Some teachers might be at one level for one element and another level for another element. Teachers who move to a new grade or a new discipline might move to another level of proficiency. All teachers are expected to teach at the Proficient and the Accomplished levels during the course of their careers.

These levels are intended to guide discussion about the practice of teaching in order to recognize teachers' successes and meet their professional needs. They are not meant as an evaluation instrument and are not intended to label teachers.

The three levels can be defined as:

Proficient Level:	<p>All teachers and principals in Ohio Lutheran schools are expected to meet the Proficient level. Some may meet the indicators at this level upon entry into the profession or soon after.</p> <p>At the Proficient level, teachers and principals demonstrate knowledge of the skills and abilities required for their positions. They are in the process of refining their skills and understandings to fully integrate their knowledge and skills. They monitor the situations in their classrooms and schools applying God's Law and Gospel and respond appropriately.</p>
Accomplished Level:	<p>All teachers and principals in Ohio Lutheran schools are expected to reach the Accomplished level.</p> <p>At the Accomplished level, teachers and principals effectively integrate the knowledge, skills and abilities required for their positions. They are fully skilled professionals who demonstrate Christian purposefulness, flexibility and consistency. They anticipate and monitor situations in their classrooms and schools, and make appropriate plans and responses applying God's Law and Gospel.</p>
Distinguished Level:	<p>The Distinguished level represents the highest level of achievement for teachers and principals in Ohio Lutheran schools, and as such, it is not expected that all will reach this level.</p> <p>At the Distinguished level, teachers and principals use their strong foundation of knowledge, skills and abilities to innovate and enhance their classrooms, schools, and congregations. They are leaders who empower and influence others. They anticipate and monitor situations in their classrooms and schools and effectively maintain their spiritual climate according to God's Law and Gospel. They respond to the needs of their colleagues and students immediately and effectively.</p>

Position Statement and Beliefs

Teachers in Ohio Lutheran schools are committed to all students achieving a Christian perspective of Ohio academic content standards. So that all students achieve these standards, teachers take responsibility to meet the needs of their unique student population. Additionally, teachers know their content and how to teach effectively. Teachers create Christ-centered learning environments for all students that promote academic achievement, social development, emotional well-being, and effective Christian instruction. Teachers use a variety of assessments to evaluate student learning, and they utilize assessment data to guide instruction. Teachers in Ohio Lutheran schools engage in continuous professional development directly related to improvement of instruction, promote collaboration among colleagues and exhibit leadership in the school community and congregation.

We believe that:

- Every student has the right to a caring, competent Christian teacher.
- An emotionally and physically safe learning environment is necessary for student achievement.
- Effective instruction requires sufficient time and resources.
- Teachers' knowledge of content and their ability to instruct effectively positively impacts student achievement.
- Successful learning occurs when teachers plan instruction based on individual student needs.
- Teachers, along with parents, families, and congregations, model, nurture, and encourage active participation in congregational life.
- Teachers, along with parents, families and communities, prepare students to participate constructively in society and to keep a Christ-centered focus as society and the economy change.
- Consistent assessment and reflection on student performance support the continuous development of all students.
- Professional development is a dynamic process extending from initial preparation over the course of an entire career.
- Teachers can be leaders and agents of change within and beyond the school community and share responsibility for teaching quality, school improvement, student achievement, and faith development.
- Effective standards are responsive to the changing character of schools and education and as such, need to be revisited on a regular basis.

Ohio School Standards for the Lutheran Teaching Profession

Standard #1: Religion Integration

Lutheran teachers understand and share the belief that, in all areas of student learning and student development, those in faith accept and proclaim the Gospel – the Good News of the life, death, and resurrection of Jesus Christ.

Standard #2: Students

Teachers understand student learning and development in respect to the diversity of the students as fellow members of the body of Christ.

Standard #3: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard #4: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #5: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #6: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students in a Christ-centered environment.

Standard #7: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, students, parents and the church community to support student learning.

Standard #8: Professional Responsibility, Professional Growth, and Spiritual Growth

Teachers assume responsibility for their professional and spiritual growth, performance, and involvement as a Christian member of a Lutheran learning community which includes the local congregation(s).

Standard #1: Religion Integration

Lutheran teachers understand and share the belief that, in all areas of student learning and student development, those in faith accept and proclaim the Gospel – the Good News of the life, death, and resurrection of Jesus Christ.

Narrative Summary:

Lutheran teachers deliver effective instruction, in all areas of the curriculum and student life, which integrates the knowledge that the power of the Holy Spirit changes hearts and lives and brings victory and comfort to all who are righteous for Christ's sake. They understand differences in the faith needs and prior experiences of their students, and use that knowledge to determine and identify appropriate teaching strategies, resources, and activities that will foster and nurture each student's faith in Christ.

Elements:

- 1.1 Lutheran teachers **understand** that all children are to be taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ.
- 1.2 Lutheran teachers **expect** that all children will experience worship in daily classroom devotions, whole-school chapel services, as well as throughout the day through their prayer lives.
- 1.3 Lutheran teachers **recognize** that evangelism opportunities are ever present for all students and they will learn to witness naturally and effectively as they observe their teacher's model.
- 1.4 Lutheran teachers **connect** all students with the understanding that service is a natural part of school life, looking to help others not only in school, but in the community and the world, where they encourage Christ-like compassion and love for all people.
- 1.5 Lutheran teachers **collaborate** with members of the staff and the church body, as well as their students, in supporting and encouraging one another as fellow members of the body of Christ.

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Standard #1 Elements	Indicators		
	Proficient	Accomplished	Distinguished
1.1 Lutheran teachers understand that all children are to be taught the demands of God's Law and are comforted by the saving Gospel of Jesus Christ.	<ul style="list-style-type: none"> a) Teachers will make provision for daily religious instruction of God's Law and Gospel. b) Teachers are qualified to instruct all subjects according to the Lutheran perspective. 	c) Religious instruction is integrated into all subjects to prepare children to serve God and people throughout their lives.	d) Teachers encourage and support colleagues in development of religious instruction and personal faith life.
1.2 Lutheran teachers expect that all children will experience worship in daily classroom devotions, whole-school chapel services, as well as throughout the day through their prayer lives.	a) Teachers will provide for daily classroom devotions.	b) Teachers assist students in personal prayer life growth, both private and corporate.	<ul style="list-style-type: none"> c) Teachers provide a Christian model by leading worship in school. d) Teachers faithfully participate in congregational worship and other aspects of congregational life.
1.3 Lutheran teachers recognize that evangelism opportunities are ever present for all students and they will learn to witness naturally and effectively as they observe their teacher's model.	a) Teachers share the good news of Jesus' love with students and their families.	b) Teachers assist students in giving testimony of their faith to each other.	c) Teachers collaborate and/or provide Christian leadership for class and school evangelism.

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<p>1.4 Lutheran teachers connect all students with the understanding that service is a natural part of school life, looking to help others not only in school, but in the community and the world, where they encourage Christ like compassion and love for all people.</p>	<p>a) Teachers encourage Christ-like compassion and love for all people.</p>	<p>b) Teachers encourage students to help others in the school, community, and the world.</p>	<p>c) Teachers involve themselves in evangelism opportunities in the community and the world.</p>
<p>1.5 Lutheran teachers collaborate with members of the staff and the church body, as well as their students, in supporting and encouraging one another as fellow members of the body of Christ.</p>	<p>a) Teachers lead each child to a closer relationship with the Savior and with other members of the Christian community</p>	<p>b) Teachers encourage students to become respectful toward each other. c) Teachers assist students in developing skills to be supportive of one another.</p>	<p>d) Teachers collaborate with one another to serve families in various ways and help parents carry out parental responsibilities in Christian education.</p>

Standard #2: Students

Teachers understand student learning and development, in respect to the diversity of the students as fellow members of the body of Christ.

Narrative Summary:

A thorough understanding of how students learn is essential to quality teaching. Effective teachers must understand the processes and strategies students use to construct knowledge, and use this understanding to create learning activities appropriate for students' ages, abilities and learning styles. Effective teachers understand the impact of students' backgrounds and experiences on their learning. They connect instruction to students' needs, interests and prior knowledge. They understand the abilities and talents of their students as given by God, and use that knowledge to determine appropriate learning activities and identify resources for students that foster rich learning opportunities. A teacher's sense of efficacy results in their persistence to help all students learn and achieve at high levels.

Elements:

- 2.1 Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.
- 2.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- 2.3 Teachers expect that all students will achieve to their full potential.
- 2.4 Teachers, as Christian models, respect students' unique cultures, language skills and experiences.
- 2.5 Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention.

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Standard #2 Elements	Indicators		
	Proficient	Accomplished	Distinguished
2.1 Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.	<p>a) Teachers demonstrate an understanding of research on human development, learning theory and the brain.</p> <p>b) Teachers demonstrate understanding that student development (spiritual, physical, social, emotional and cognitive) influences faith development and learning and plan instruction accordingly.</p>	<p>c) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.</p>	<p>d) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.</p>
2.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.	<p>a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.</p>	<p>b) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development.</p> <p>c) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.</p>	<p>d) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.</p>

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<p>2.3 Teachers expect that all students will achieve to their full potential.</p>	<p>a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive God-given traits and conveying a belief in their abilities. b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve.</p>	<p>c) Teachers set specific and challenging expectations for each individual student and each learning activity. d) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.</p>	<p>e) Teachers create challenging, yet achievable, expectations for their students and assist other educators in their school in setting high expectations for all students.</p>
<p>2.4 Teachers, as Christian models, respect students' unique cultures, language skills and experiences.</p>	<p>a) Teachers display knowledge of the unique God-given interests or cultural heritage of groups of students and recognize the value of this knowledge. b) Teachers, as Christian models, demonstrate and set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms. c) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as a child of Christ.</p>	<p>d) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases. e) Teachers implement instructional strategies that support the learning of English as a second language and the use of Standard English in speaking and writing in the classroom. f) Teachers foster a Christian learning atmosphere in which individual differences and perspectives are respected.</p>	<p>g) Teachers challenge disrespectful attitudes by modeling Christian behavior for others and working to ensure that all students are recognized and valued as children of God.</p>

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<p>2.5 Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention.</p>	<p>a) Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices.</p> <p>b) Teachers, within the available resources of their Lutheran school, 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).</p> <p>c) Teachers refer students for screening and assessment when appropriate and available.</p> <p>d) Teachers, in collaboration with the administrator, seek and use support from specialists and other sources of expertise to enhance student learning. This will be done according to availability to Ohio's Lutheran schools.</p>	<p>e) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students within the scope of the Lutheran school.</p> <p>f) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.</p>	<p>g) Teachers advocate within the school and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources as are available to Ohio's Lutheran schools.</p>
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Standard #3: Content

Teachers know and understand the content area for which they have instructional responsibility.

Narrative Summary:

A deep understanding of content is essential for teachers to have the power to positively impact student learning and achievement. Teachers must understand the structures and the history of the content they teach. Effective teachers demonstrate a deep and reflective understanding of content-specific practices, processes and vocabulary. They connect the content and skills of their discipline to the Christian perspective of Ohio academic content standards and are committed to staying abreast of current research and development within their discipline. These teachers make content meaningful, relevant and applicable to students by making connections between the content that they teach and other content areas, daily Christian living, and career opportunities.

Elements:

- 3.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 3.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- 3.3 Teachers understand school curriculum priorities and the Christian perspective of Ohio academic content standards.
- 3.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 3.5 Teachers connect content to relevant life experiences and career opportunities.

Standard #3 Elements	Indicators		
	Proficient	Accomplished	Distinguished
3.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	<p>a) Teachers identify the relevant research, principles, theories and debates significant to the content they teach.</p> <p>b) Teachers use their knowledge and understanding of content-area concepts, assumptions and skills in their planning and instruction.</p> <p>c) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning.</p>	<p>d) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning.</p> <p>e) Teachers seek out and use opportunities to enhance and extend their content knowledge.</p> <p>f) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.</p>	<p>g) Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.</p>
3.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	<p>a) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning.</p>	<p>b) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.</p> <p>c) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning.</p> <p>d) Teachers incorporate content-specific learning strategies to enable students to analyze, build and adapt new understandings.</p>	<p>e) Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.</p>

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<p>3.3 Teachers understand school curriculum priorities and the Christian perspective of Ohio academic content standards.</p>	<p>a) Teachers articulate the important content, concepts and processes in school curriculum priorities and in the Ohio academic content standards.</p>	<p>b) Teachers extend and enrich curriculum by integrating school curriculum priorities with Ohio's academic content standards and national content standards.</p>	<p>c) Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school curriculum.</p>
<p>3.4 Teachers understand the relationship of knowledge within the discipline to other content areas.</p>	<p>a) Teachers make relevant content connections between disciplines including Lutheran practices and doctrines.</p>	<p>b) Teachers prepare opportunities for students to apply learning from different content areas to solve problems. c) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.</p>	<p>d) Teachers design projects that require students to integrate knowledge and skills across several content areas. e) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.</p>
<p>3.5 Teachers connect content to relevant life experiences and career opportunities.</p>	<p>a) Teachers facilitate learning experiences that connect to real-life situations and careers.</p>	<p>b) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service projects.</p>	<p>c) Teachers design innovative learning activities that replicate real life and workplace activities. d) Teachers serve as Christian models for other educators in the integration of content-area classroom experiences with real-life, workplace, and congregation experiences.</p>

Standard #4: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Narrative Summary:

The professional imperative of teachers is to maximize student learning and eliminate gaps between students' potential and their performance. Toward that end, the relationship between instruction and assessment is purposeful, interdependent, and recursive. Effective teachers are assessment literate. They use multiple assessments to learn about their students, to plan and adjust instruction and to evaluate student learning. Teachers have sufficient knowledge and skills to use a variety of assessment data to plan effectively for all students. Teachers use formal and informal assessment data to determine the incremental development of students based on the Ohio academic content standards. Teachers encourage students to critically examine their own work and foster their students' ability to become knowledgeable of how they learn. Teachers provide students and parents with formative assessment results and provide them with strategies to improve student learning.

Elements:

- 4.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- 4.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- 4.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- 4.4 Teachers collaborate with and communicate student progress with students, parents and colleagues.
- 4.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

Standard #4 Elements	Indicators		
	Proficient	Accomplished	Distinguished
4.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	<ul style="list-style-type: none"> a) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning. b) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments. 	<ul style="list-style-type: none"> c) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle. d) Teachers demonstrate an understanding of assessment-related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them. 	<ul style="list-style-type: none"> e) Teachers serve as leaders in establishing and evaluating local and state assessment programs.
4.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	<ul style="list-style-type: none"> a) Teachers align classroom assessments with curriculum and instruction. b) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills. 	<ul style="list-style-type: none"> c) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles. d) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities. 	<ul style="list-style-type: none"> e) Teachers work with other educators to design and revise assessment policies and procedures as appropriate. f) Teachers enhance other educators' knowledge of best practices in assessment.

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<p>4.3 Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p>	<p>a) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction. b) Teachers monitor student progress toward achievement of school curriculum priorities and the Ohio academic content standards. c) Teachers maintain accurate and complete assessment records as needed for data-based decision making.</p>	<p>d) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students. e) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles. f) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>	<p>g) Teachers promote the use of student data to inform curriculum design. h) Teachers promote the use of student data to implement targeted strategies for instruction.</p>
<p>4.4 Teachers collaborate with and communicate student progress with students, parents and colleagues.</p>	<p>a) Teachers define assessment criteria and standards and relate these to students. b) Teachers provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.</p>	<p>c) Teachers use a variety of means to communicate student learning and achievement. d) Teachers design and share resources with parents to facilitate their understanding of their child's learning and progress.</p>	<p>e) Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers, and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.</p>
<p>4.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>a) Teachers model the use of self-assessment and goal-setting. b) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained.</p>	<p>c) Teachers prepare student self-assessment tools and strategies, regularly monitor their use and encourage student goal-setting. d) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.</p>	<p>e) Teachers create a Christ-centered learning environment in which students develop their own self-improvement plans and measure their own progress. f) Teachers improve colleagues' abilities to facilitate student self-assessment and goal setting.</p>

Standard #5: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Narrative Summary:

Effective teachers have high expectations for all students and implement strategies designed to enable all students to achieve. They continually reflect on student outcomes to make appropriate decisions resulting in increased student success. Effective teachers have a deep knowledge of the content they teach. This content knowledge allows them to effectively sequence content for learning and structure differentiated opportunities for student remediation, reinforcement or acceleration. Effective teachers use a variety of research-based instructional strategies that provide challenging and positive learning experiences for all students. These teachers build ideas and concepts logically to lead students to comprehend more complex concepts and encourage higher order creative and critical thinking skills. They use effective questioning strategies to stimulate thinking. Effective teachers explore, evaluate, and integrate learning tools, especially technology, to make content comprehensible to students.

Elements:

- 5.1 Teachers align their instructional goals and activities with school priorities and a Christian perspective of Ohio's academic content standards.
- 5.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 5.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 5.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 5.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities as the school deems feasible.
- 5.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 5.7 Teachers use resources effectively, especially technology, to enhance student learning.

Standard #5 Elements	Indicators		
	Proficient	Accomplished	Distinguished
5.1 Teachers align their instructional goals and activities with school priorities and a Christian perspective of Ohio's academic content standards.	<ul style="list-style-type: none"> a) Teachers follow school curriculum priorities. b) Teachers select learning experiences with clearly defined goals that align with school curriculum priorities and state academic content standards. 	<ul style="list-style-type: none"> c) Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school priorities and state academic content standards. 	<ul style="list-style-type: none"> d) Teachers actively participate in the development and implementation of school initiatives focused on improving student performance and closing the achievement gap. e) Teachers assume leadership roles to define and revise school and state curriculum priorities.
5.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	<ul style="list-style-type: none"> a) Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities. b) Teachers adjust instruction based on student learning. c) Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly. 	<ul style="list-style-type: none"> d) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps. e) Teachers make curriculum and instructional decisions that respond to the immediate teaching context and student needs. 	<ul style="list-style-type: none"> f) Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.

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<p>5.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.</p>	<p>a) Teachers clearly communicate learning goals to students. b) Teachers communicate to students the link between learning activities and goals.</p>	<p>c) Teachers establish and communicate challenging individual learning goals based on the needs of each student. d) Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.</p>	<p>e) Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.</p>
<p>5.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.</p>	<p>a) Teachers understand the cognitive processes associated with learning, and demonstrate through instruction that they know how to stimulate these processes. b) Teachers use research-based instructional strategies. c) Teachers implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p>	<p>d) Teachers articulate a logical and appropriate rationale for the sequence of learning activities. e) Teachers link the content of each learning activity to the content of previous and future learning experiences. f) Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.</p>	<p>g) Teachers evaluate instructional processes in order to ensure a systematic, purposeful, research-supported process for teaching new knowledge or skills.</p>

<p>5.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities as the school deems feasible.</p>	<p>a) Teachers gather and use student data to choose appropriate instructional strategies for groups of students.</p> <p>b) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students.</p> <p>c) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.</p>	<p>d) Teachers differentiate instruction to meet individual student's learning needs.</p> <p>e) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.</p> <p>f) Teachers provide varied options for how students will demonstrate mastery.</p>	<p>g) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals.</p> <p>h) Teachers create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs. This may be done at local, district, or national conferences.</p>
<p>5.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.</p>	<p>a) Teachers choose learning activities that support the development of students' cognitive abilities.</p> <p>b) Teachers employ effective, purposeful questioning techniques during instruction.</p>	<p>c) Teachers provide complex, creative, open-ended learning opportunities for students.</p> <p>d) Teachers encourage students' critical thinking by asking challenging questions about disciplinary content.</p>	<p>e) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning.</p>
<p>5.7 Teachers use resources effectively, especially technology, to enhance student learning.</p>	<p>a) Teachers use materials and resources that support their instructional goals and meet students' needs.</p> <p>b) Teachers effectively use technology that is appropriate to their disciplines.</p> <p>c) Teachers effectively support students in their use of technology.</p>	<p>d) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs.</p> <p>e) Teachers develop students' abilities to access, evaluate and use technology.</p>	<p>f) Teachers help their colleagues' understand and integrate technology into instruction.</p> <p>g) Teachers create and select instructional materials from varied sources to engage students and meet their learning needs.</p>

Standard #6: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students in a Christ-centered environment.

Narrative Summary:

Teachers create a learning environment that promotes high levels of achievement for all students and in which all students feel a responsibility for their own learning. Teachers orchestrate the learning environment to maximize each student's opportunities to learn. They create a content rich and reflective learning environment for students. Teachers recognize that students learn in a variety of formal and informal settings. They motivate students by demonstrating enthusiasm for the subject(s) they teach. Teachers create a learning environment where all students feel safe, valued by God and others in the Christian community, and enjoy a sense of belonging.

Elements:

- 6.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and rich in Christian caring.
- 6.2 Teachers create an environment that is physically and emotionally safe and spiritually nurturing.
- 6.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 6.4 Teachers create learning situations in which students work independently, collaboratively or as a whole class.
- 6.5 Teachers maintain an environment that is conducive to learning for all students.

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Standard #6 Elements	Indicators		
	Proficient	Accomplished	Distinguished
6.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and rich in Christian caring.	<ul style="list-style-type: none"> a) Teachers demonstrate Christian care and respect in their interactions with all students. b) Teachers develop and teach expectations for respectful Christian interactions among students. c) Teachers use strategies to promote positive Christian relationships, cooperation and collaboration among students. 	<ul style="list-style-type: none"> d) Teachers create classrooms in which students demonstrate Christian care and respect for one another. e) Teachers seek out and are receptive to the thoughts and opinions of all students. 	<ul style="list-style-type: none"> f) Teachers model Christian expectations and behaviors that create a positive school climate of openness, respect and Christian care.
6.2 Teachers create an environment that is physically and emotionally safe and spiritually nurturing.	<ul style="list-style-type: none"> a) Teachers clarify standards of conduct for all students. b) Teachers use a variety of effective classroom management techniques. c) Teachers provide a safe learning environment that accommodates all students. 	<ul style="list-style-type: none"> d) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students. e) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work. 	<ul style="list-style-type: none"> f) Teachers create Christ-centered classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.
6.3 Teachers motivate students to work productively and assume responsibility for their own learning.	<ul style="list-style-type: none"> a) Teachers foster student enthusiasm for and curiosity about the discipline. b) Teachers establish methods for recognition of student achievement either individually or in groups. 	<ul style="list-style-type: none"> c) Teachers encourage self-directed learning by teaching students to outline tasks and timelines. d) Teachers vary their roles in the instructional process (instructor, facilitator, coach) based on the content, focus of learning and student needs. 	<ul style="list-style-type: none"> e) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.

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<p>6.4 Teachers create learning situations in which students work independently, collaboratively or as a whole class.</p>	<p>a) Teachers use flexible learning situations, such as independent, small group and whole class. b) Teachers develop guidelines for and model cooperative learning. c) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>d) Teachers employ cooperative learning activities. e) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning.</p>	<p>f) Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity. g) Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms.</p>
<p>6.5 Teachers maintain an environment that is conducive to learning for all students.</p>	<p>a) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive. b) Teachers transition between learning activities and use instructional time effectively. c) Teachers convert physical space to facilitate instruction.</p>	<p>d) Teachers conduct periodic reviews of classroom routines and revise them as needed.</p>	<p>e) Teachers influence school decisions to maximize the amount of class time spent learning (such as daily scheduling, school calendar, textbooks and technology enhancements).</p>

Standard #7: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, students, parents, and the church community to support student learning.

Narrative Summary:

Teachers value families as an integral component of teaching, learning and faith and worship life. Teachers have to offer and provide opportunities for them to make contributions to the learning and church community. As Christians, teachers respect confidentiality with students and their families and create relationships built on trust.

Teachers collaborate with their colleagues within the school learning community, and in the larger church community, to share responsibility for the development and learning of all students. Recognizing that they can learn from each other, teachers form learning communities and engage in coaching, mentoring, modeling and work in teams to develop curriculum and assessments.

Teachers create interdependent relationships within the congregation and the community and recognize the value of integrating social services into the school community to support families and students. Teachers engage in shared leadership opportunities and take part in decision-making that affects students.

Elements:

- 7.1 Teachers share responsibility with parents and caregivers to support student learning, emotional, spiritual, and physical development and mental health.
- 7.2 Teachers communicate and collaborate effectively with other teachers, administrators, pastors, other schools, and staff at the Ohio District Mission Support Center.
- 7.3 Teachers communicate and collaborate effectively with the congregation(s), local community, and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard #7 Elements	Indicators		
	Proficient	Accomplished	Distinguished
7.1 Teachers share responsibility with parents and caregivers to support student learning, emotional, spiritual, and physical development and mental health.	<ul style="list-style-type: none"> a) Teachers use a variety of strategies to communicate with parents and caregivers about student learning. b) Teachers maintain appropriate confidentiality in all communications with parents and caregivers. c) Teachers welcome communication from parents and reply in a timely manner. 	<ul style="list-style-type: none"> d) Teachers form partnerships with parents and caregivers to support student learning and development. e) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning. f) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home. 	<ul style="list-style-type: none"> g) Teachers create classroom and school learning environments in which parents and caregivers are active participants in students' learning and achievement.
7.2 Teachers communicate and collaborate effectively with other teachers, administrators, pastors, other schools, and staff at the Ohio District Mission Support Center.	<ul style="list-style-type: none"> a) Teachers establish productive relationships with members of the school community and consult with and learn from others. b) Teachers consult with and learn from colleagues in planning and implementing their own instruction. 	<ul style="list-style-type: none"> c) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. d) Teachers use effective collaboration skills in their work with others within the school community. 	<ul style="list-style-type: none"> e) Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement.

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<p>7.3 Teachers communicate and collaborate effectively with the congregation(s), local community, and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>	<p>a) Teachers, as part of an instructional team, identify when and how to access appropriate services to meet the educational needs of students and implement referrals appropriately.</p> <p>b) Teachers involve congregational and community members in classroom activities, as appropriate.</p>	<p>c) Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement.</p> <p>d) Teachers use various medical and social service providers in the community to support students' health and well-being.</p>	<p>e) Teachers build and sustain partnerships with congregational and community agencies in response to the needs of students.</p> <p>f) Teachers serve as advocates for their Lutheran school and communicate the value of their work within the congregation(s), denomination, and community.</p>
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Standard #8: Professional Responsibility, Professional Growth, and Spiritual Growth

Teachers assume responsibility for their professional and spiritual growth, performance, and involvement as a Christian member of a Lutheran learning community which includes the local congregation(s).

Narrative Summary:

Teachers in Lutheran schools are Christian professionals who must recognize that they are in a unique and powerful position to influence the Christian growth and academic future of their students. Thus, it is imperative that teachers practice the highest standards of Christian character, integrity, honesty and fairness. Effective Lutheran teachers grow and learn, contribute to the profession, engage in continuous professional development, and are faithful to God's Word.

Effective Lutheran teachers are leaders within the school and congregation community and engage in a variety of leadership roles. They ensure student achievement and well being by participating in decision-making, initiating innovations for school change, and fostering on-going collaboration with colleagues. Teachers serve as change agents in each of these communities by thinking and acting critically, modeling a Christ-like life, and addressing concerns related to inequities among students.

Elements:

- 8.1 Teachers understand, uphold, and follow professional and Christian ethics, policies, and legal codes of professional and Christian conduct.
- 8.2 Teachers take responsibility for engaging in continuous, purposeful professional development.
- 8.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school and church improvements, and student achievement.

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Standard #8 Elements	Indicators		
	Proficient	Accomplished	Distinguished
8.1 Teachers understand, uphold, and follow professional and Christian ethics, policies, and legal codes of professional conduct.	<ul style="list-style-type: none"> a) Teachers meet their ethical, professional, and Christian responsibilities with integrity, honesty, fairness and dignity. b) Teachers demonstrate Christian beliefs in their professional interactions with students and families. c) Teachers understand and follow school policies and state and federal regulations. 	<ul style="list-style-type: none"> d) Teachers help their colleagues access and interpret laws and policies, and understand their implications in the classroom. 	<ul style="list-style-type: none"> e) Teachers help shape policy at the school level and/or the Ohio District Mission Support Center.
8.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	<ul style="list-style-type: none"> a) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction. b) Teachers know and use Ohio Standards for Professional Development. c) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves. d) Teachers participate in the denominational education conferences. 	<ul style="list-style-type: none"> e) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders. f) Teachers analyze their content knowledge and instructional strengths and weaknesses, and present and implement targeted ideas for professional growth. 	<ul style="list-style-type: none"> g) Teachers create and deliver professional development opportunities for others. h) Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.

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<p>8.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school and church improvements, and student achievement.</p>	<p>a) Teachers participate in team or departmental decision making.</p>	<p>b) Teachers are actively involved in professional, church, and community organizations that advance teaching and learning.</p>	<p>c) Teachers take leadership roles in department, school, Ohio District Mission Support Center, and professional organizations' decision making activities, such as curriculum development, staff development or policy design.</p> <p>d) Teachers facilitate the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school and other Ohio Lutheran schools.</p>
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References

This document includes references to the following publications, which assisted with the development of the Ohio Standards for the Teaching Profession:

Cotton, K., *Effective Schooling Practices: A Research Synthesis 1995 Update*. Portland, OR: Northwest Regional Educational Laboratory [online], 1995. Available at: <http://www.nwrel.org/scpd/esp/esp95.html>

Danielson, C., *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1996.