



## Section Two: Ohio Standards for the Teaching Profession

### 1 Teachers understand student learning and development and expect 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 in 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

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 addresses 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

- 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 achievement 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 open to sharing their work

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**David Collins**



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**Professional Growth and Leadership** Suzanne Wilkes, Willis J. Furtwengler, Tennessee. Department of Education. Career Development Program, 1985

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### **Table of Contents Etpes Professional Growth Plan Samples**

1. Understanding the eBook Etpes Professional Growth Plan Samples
  - The Rise of Digital Reading Etpes Professional Growth Plan Samples
  - Advantages of eBooks Over Traditional Books
2. Identifying Etpes Professional Growth Plan Samples
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Etpes Professional Growth Plan Samples
  - User-Friendly Interface
4. Exploring eBook Recommendations from Etpes Professional Growth Plan Samples
  - Personalized Recommendations
  - Etpes Professional Growth Plan Samples User Reviews and Ratings
  - Etpes Professional Growth Plan Samples and Bestseller Lists

5. Accessing Etpes Professional Growth Plan Samples Free and Paid eBooks
  - Etpes Professional Growth Plan Samples Public Domain eBooks
  - Etpes Professional Growth Plan Samples eBook Subscription Services
  - Etpes Professional Growth Plan Samples Budget-Friendly Options
6. Navigating Etpes Professional Growth Plan Samples eBook Formats
  - ePub, PDF, MOBI, and More
  - Etpes Professional Growth Plan Samples Compatibility with Devices
  - Etpes Professional Growth Plan Samples Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Etpes Professional Growth Plan Samples
  - Highlighting and Note-Taking Etpes Professional Growth Plan Samples
  - Interactive Elements Etpes Professional Growth Plan Samples
8. Staying Engaged with Etpes Professional Growth Plan Samples
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Etpes Professional Growth Plan Samples
9. Balancing eBooks and Physical Books Etpes Professional Growth Plan Samples
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Etpes Professional Growth Plan Samples
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Etpes Professional Growth Plan Samples
  - Setting Reading Goals Etpes Professional Growth Plan Samples
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Etpes Professional Growth Plan Samples
  - Fact-Checking eBook Content of Etpes Professional Growth Plan Samples
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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