

# Pikes Peak BOCES/UCCS Teacher-in-Residence Program Performance-Based Standards for Colorado Teachers Log Standards Log

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

Name of Resident Teacher \_\_\_\_\_ School/District \_\_\_\_\_

Principal \_\_\_\_\_ Mentor \_\_\_\_\_

When the TIR teacher, in his/her classroom, demonstrates one of the standards listed below, the observer should, on the first line, indicate if the demonstration was at the "P-proficient" or "AP-advanced proficient" level. On the second line, the observer should write her/his initials. On the third line write the date of the demonstration/observation. On the OB/TWS line write "OB" indicating the standard was observed or "WS" if the standard was included in a Teacher Work Sample assignment. When all of the benchmarks have been "checked off," initial and date the standard statement indicating the entire standard is completed. (If the demonstration was less than the proficient level, the observer should leave the space blank and inform the TIR teacher that the demonstration was lacking and that the standard will need to be demonstrated on another day in the future).

**Standard One: Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening**

**Benchmarks:**

				1.1 Plan and organize reading instruction based on ongoing assessment.
P/AP	Initials	Date	OB/TWS	
				1.2 Develop phonological and linguistic skills related to reading including: Phonemic awareness concepts about print, systemic, explicit phonics, other word identification skills, and spelling instruction.
P/AP	Initials	Date	OB/TWS	
				1.3 Develop reading comprehension and promotion of independent reading including: Comprehension strategies for a variety of genre, literary response and analysis, content area literacy, and student independent reading.
				1.4 Support reading through oral and written language development including: Development of oral English proficiency and sound writing practices including language usage, punctuation, capitalization, sentence structure, and spelling. Development of the relationship among reading, writing and oral language, vocabulary development, and the structure of standard English.
P/AP	Initials	Date	OB/TWS	
				1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.
P/AP	Initials	Date	OB/TWS	

**Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics institution.**

**Benchmarks:**

				2.1 Develop in students an understanding of the use of: number systems and number sense, geometry, measurement, statistics and probability, functions, and the use of variables.
P/AP	Initials	Date	OB/TWS	
				2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.
P/AP	Initials	Date	OB/TWS	

**Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledge about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.**

**Benchmarks:**

				3.1 Develop short and long-range standards-based instructional plans.
P/AP	Initials	Date	OB/TWS	

_____	_____	_____	_____	3.2	Develop valid and reliable assessment tools for the classroom.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.3	Develop and utilize a variety of informal and formal assessments, including rubrics.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.4	Assess, compare, and contrast the effect of various teaching strategies on individual student performance relative to content standards.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.5	Use assessment data as a basis for standards-based instruction.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.6	Provide effective verbal and written feedback that shape improvement in student performance on content standards.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.7	Prepare students for the CSAP tests (Third Grade Literacy Assessment), and other assessments of educational achievement.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	3.8	Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation program.
P/AP	Initials	Date	OB/TWS		

**Standard Four: Knowledge of Content:** The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education.

**Benchmarks:**

_____	_____	_____	_____	4.1	Utilize content knowledge to ensure student learning.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	4.2	Enhance content instruction through a thorough understanding of all Colorado model content standards.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	4.3	Apply expert content knowledge to enrich and extend student learning.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	4.4	Integrate literacy and mathematics into content area instruction.
P/AP	Initials	Date	OB/TWS		

**Standard Five: Knowledge of Classroom and Instructional Management:** The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping that will support and enhance student learning.

**Benchmarks:**

_____	_____	_____	_____	5.1	Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	5.2	Apply sound disciplinary practices in the classroom.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	5.3	Apply appropriate intervention strategies and practices to ensure a successful learning environment.
P/AP	Initials	Date	OB/TWS		
_____	_____	_____	_____	5.4	Raise the academic performance level of a group of students, over time, to a higher level.
P/AP	Initials	Date	OB/TWS		

_____	_____	_____	_____	5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	5.7 Accurately document and report ongoing student achievement.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.
P/AP	Initials	Date	OB/TWS	

**Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.**

**Benchmarks:**

_____	_____	_____	_____	6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	6.4 Teach students within the scope of a teacher's legal responsibilities and students' statutes.
P/AP				
_____	_____	_____	_____	6.5 Develop and apply individualized education plans.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	6.6 Collect data on individualized student achievement and be accountable for each child's learning.
P/AP	Initials	Date	OB/TWS	
_____	_____	_____	_____	6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.
P/AP	Initials	Date	OB/TWS	

**Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.**

**Benchmarks:**

_____	_____	_____	_____	7.1 Apply technology to the delivery of standards-based instruction.
P/AP	Initials	Date	OB/WS	

- |       |          |       |        |   |
|-------|----------|-------|--------|---|
| _____ | _____    | _____ | _____  | 7.2 Use technology to increase student achievement.           |
| P/AP  | Initials | Date  | OB/WS  |   |
| _____ | _____    | _____ | _____  | 7.3 Utilize technology to manage and communicate information. |
| P/AP  | Initials | Date  | OB/WS  |   |
| _____ | _____    | _____ | _____  | 7.4 Apply technology to data-driven assessments of learning.  |
| P/AP  | Initials | Date  | OB/WS  |   |
| _____ | _____    | _____ | _____  | 7.5 Instruct students in basic technology skills.             |
| PAP   | Initials | Date  | OB/TWS |   |

**Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school’s role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices**

**Benchmarks:**

- |       |          |       |        |   |
|-------|----------|-------|--------|---|
| _____ | _____    | _____ | _____  | 8.1 Model and articulate the democratic ideal to students, including: The school’s role in developing productive citizens, and the school’s role in teaching and perpetuating the principles of a democratic republic.  |
| P/AP  | Initials | Date  | OB/TWS |   |
| _____ | _____    | _____ | _____  | 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well being.  |
| P/AP  | Initials | Date  | OB/TWS |   |
| _____ | _____    | _____ | _____  | 8.3 Understand and respond to influences on educational practice including: Federal and state constitutional provisions, federal executive, legislative and legal influences, state roles of the governor, legislature, and State Board of Education, local school district, boards of education and boards of cooperative educational services, non-traditional and non-public schools, including: charter schools, religious schools, and home schooling, and public sector input from business, advocacy groups, and the public. |
| P/AP  | Initials | Date  | OB/TWS |   |
| _____ | _____    | _____ | _____  | 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.  |
| P/AP  | Initials | Date  | OB/TWS |   |
| _____ | _____    | _____ | _____  | 8.5 Evaluate his/her performance and access the professional development options necessary to improve that performance.   |
| P/AP  | Initials | Date  | OB/TWS |   |

The identify of each person who has signed off on any of the standard elements in this document is listed below:

Printed Name	Signature	Position/District
_____	_____	_____
_____	_____	_____
_____	_____	_____
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