



	<i>This We Believe</i> Keys to Educating Young Adolescents	Ohio Standards for the Teaching Profession & Ohio Teacher Evaluation System	Big Ideas & Suggestions
Curriculum, Instruction & Assessment	Educators value young adolescents and are prepared to teach them. <i>Value Young Adolescents</i>	<p><b>Standard 1:</b> Teachers understand student learning and development and respect the diversity of the students they teach.</p> <p>*The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development.</p> <p>*The teacher demonstrates an understanding of the purpose and value of learning about students’ background experiences, demonstrates familiarity with each student’s background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>*The teacher’s analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>*The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p> <p>*The teacher matches strategies, materials, and/or pacing to students’ individual needs, to make learning accessible and challenging for all students in the classroom.</p>	<p>Advisory/hidden curriculum</p> <p>Getting to know you surveys</p> <p>Student surveys linked to school’s goals</p> <p>Learning style inventories</p> <p>Quarterly community events</p> <p>Menu of strategies for subject/grade level tied to needs of current students</p> <p>Student reflection throughout each unit</p> <p>Place-based learning</p>
	<p>Students and teachers are engaged in active, purposeful learning. <i>Active Learning</i></p> <p>Curriculum is challenging, exploratory, integrative and relevant. <i>Challenging Curriculum</i></p>	<p><b>Standard 2:</b> Teachers know and understand the content area for which they have instructional responsibility.</p> <p>*The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs.</p> <p>*The teacher accurately explains how the lesson fits within the structure of the discipline.</p> <p>*The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions.</p>	<p>21st century skills</p> <p>Interdisciplinary units with real-life applications</p> <p>Service learning</p> <p>STEM/STEAM</p> <p>Community partnerships</p> <p>Web 2.0 technologies</p> <p>Differentiation</p>



## This We Believe & OTES

<p>Curriculum, Instruction &amp; Assessment</p>	<p>Educators use multiple learning and teaching approaches.  <i>Multiple Learning Approaches</i></p>	<p><b>Standard 4:</b> Teachers plan and deliver effective instruction that advances the learning of each individual student.</p> <ul style="list-style-type: none"> <li>*The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflects a range of student learner needs.</li> <li>*The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</li> <li>*The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning skills.</li> <li>*Teacher explanations are clear, coherent, and precise.</li> <li>*The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</li> <li>*The teacher develops high-level understanding through effective uses of varied levels of questions.</li> <li>*The lesson is student-led, with the teacher in the role of facilitator.</li> <li>*The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how the students will demonstrate mastery.</li> <li>*Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability to levels of students, and actively engage them in ownership of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of strategies</li> <li>Mini conferences and goal-setting opportunities</li> <li>Portfolios</li> <li>Learning targets in student- friendly language</li> <li>Bloom’s Revised Taxonomy</li> <li>Balance of instructional models suited to content and learner needs</li> <li>Research-based strategies tailored to young adolescents’ <i>unique</i> needs</li> </ul>
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	<p>Varied and ongoing assessments advance learning as well as measure it. <i>Varied Assessments</i></p>	<p><b>Standard 3:</b> Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.</p> <ul style="list-style-type: none"> <li>*The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.</li> <li>*Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas of student growth.</li> <li>*The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</li> <li>*The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively learning students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</li> <li>*By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</li> <li>*The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality.</li> <li>*The teacher provides the opportunity for students in self-assessment and show awareness of their own strengths and weaknesses.</li> <li>*The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</li> </ul>	<p>Performance tasks</p> <p>Project-based learning</p> <p>Differentiated assessments keyed to student intelligence type</p> <p>Varied assessments</p> <p>Student and teacher self-assessment</p> <p>Reflection</p> <p>Data-driven assessment decisions</p> <p>Ongoing and frequent feedback to and from students and families</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership &amp; Organization</p>	<p>A shared vision developed by all stakeholders guides every decision. <i>Shared Vision</i></p> <p>Leaders are committed to and knowledgeable about this age group, educational research, and best practices. <i>Committed Leaders</i></p> <p>Leaders demonstrate courage and collaboration. <i>Courageous &amp; Collaborative Leaders</i></p> <p>Ongoing professional development reflects best educational practices. <i>Professional Development</i></p> <p>Organizational structures foster purposeful learning and meaningful relationships. <i>Organizational Structures</i></p>	<p><b>Standard 7:</b> Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.</p> <p>*The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>*The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>*The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p>	<p>Teaming beyond TBT meetings</p> <p>Organic, collaborative planning</p> <p>Sharing insight through professional development</p> <p>Environmental climate/culture of building respects and gives voice to student work and accomplishment</p> <p>Professional development that is not one-size fits all</p> <p>Inviting all staff (core, exploratory, support-staff, administration) into decision-making and school events</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Culture &amp; Community</p>	<p>The school environment is inviting, safe, inclusive, and supportive of all. <i>School Environment</i></p> <p>Every student's academic and personal development is guided by an adult advocate. <i>Adult Advocate</i></p>	<p><b>Standard 5:</b> Teachers create learning environments that promote high levels of learning and achievement for all students.</p> <p>*The teacher has a positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>*Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>*Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative and whole-class learning situations.</p> <p>*A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual</p>	<p>Advisory</p> <p>Service Learning</p> <p>Faculty and students collaboratively develop and implement expectations</p> <p>Routines make sense for classroom and students</p>



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		<p>student needs.</p> <p>*Students are actively encouraged to take responsibility for their behavior.</p> <p>*The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p>	
	<p>Comprehensive guidance and support services meet the needs of young adolescents. <i>Guidance Services</i></p> <p>Health and wellness are supported in curricula, school-wide programs, and related policies. <i>Health &amp; Wellness</i></p> <p>The school actively involves families in the education of their children. <i>Family Involvement</i></p> <p>The school includes community and business partners. <i>Community &amp; Business</i></p>	<p><b>Standard 6:</b> Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.</p> <p>*Teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>*The teacher communicates effectively with student, families, and colleagues.</p>	<p>Shared communication logs</p> <p>Blogs</p> <p>Text-message services</p> <p>Phone-calls/notes home to establish positive rapport</p> <p>Coordinating academic and extracurricular events to boost engagement</p>