

**NEW TEACHER STANDARDS
FOR PREPARATION AND CERTIFICATION
A JOINT PROJECT BETWEEN THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
AND
OFFICE OF SPECIAL EDUCATION**

CO-CHAIRS OF LICENSURE AND CERTIFICATION TASK FORCE

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ADAPTED FROM INTASC MODEL TEACHER STANDARDS

PREAMBLE

The New Teacher Standards describe what first year teachers should know and be able to do in authentic teaching situations and the academic content, teaching behaviors, and instructional processes that are necessary to promote effective student learning. They imply more than the mere demonstration of teaching competencies. They imply a current and sufficient academic content understanding that promotes consistent quality performance on teaching tasks. Authentic teaching tasks provide opportunities and contexts for performances by beginning teachers. In the United States Virgin Islands, all teaching and learning tasks address United States Virgin Islands academic expectations. These identify what students need to be successful in the world of the future. Thus, teachers design and implement instruction and assess learning that develops students' abilities to:

1. Use basic communication and mathematics skills in finding, organizing, expressing, and responding to information and ideas.
2. Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
3. Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
4. Become a responsible group member who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mind to other perspectives.
5. Think and solve problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
6. Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.

NEW TEACHER STANDARDS FOR TEACHER CANDIDATES

The New Teacher Standards each contain a general standard statement followed by a set of performance criteria to be used in judging the quality of performance of first-year teacher candidates presented with specific teaching tasks. The standard statement describes the category of tasks beginning teachers should be able to perform. Performance criteria describe those factors used to judge the quality of teacher performances. Scoring rubrics or guides, will enable one to

judge the level of performance. The New Teacher Standards are described somewhat in the order that teachers might perform tasks (e.g., plan, implement instruction, assess learning, reflect on and evaluate instruction). However, it should be understood that the order in which they are presented does not imply priority or degree of importance. For the purpose of these standards a new teacher in the Virgin Islands Department of Education will be a teacher who has a minimum of three years full time teaching experience.



- [Standard I:](#) Designs/Plans Instruction
- [Standard II:](#) Creates/Maintains Learning Climates
- [Standard III:](#) Implements/Manages Instruction
- [Standard IV:](#) Assesses and Communicates Learning Results
- [Standard V:](#) Reflects/Evaluates Teaching/Learning
- [Standard VI:](#) Collaborates with Colleagues/Parents/Others
- [Standard VII:](#) Engages in Professional Development
- [Standard VIII:](#) Knowledge of Content
- [Standard IX:](#) Demonstrates Implementation of Technology

These standards articulate with the vision of the Virgin Islands Department of Education which is to endow each student with a sense of pride and self-worth through a program of instruction centered in the history and culture of the United States Virgin Islands

NEW TEACHER STANDARD I

DESIGNS/PLANS INSTRUCTION

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher's plan:

1. Focuses instruction on one or more of United States Virgin Islands' student academic expectations.
2. Develops the student's ability to apply knowledge, skills, and thinking processes.
3. Integrates skills, thinking processes, and content across disciplines.
4. Proposes learning experiences that challenge, motivate, and actively involve the learner.
5. Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7. Establishes physical classroom environments to support the type of teaching and learning that is to occur.
8. Includes creative and appropriate use of technology as a tool to enhance student learning.
9. Includes appropriate assessment strategies and processes.
10. Includes comprehensive and appropriate school and community resources that support learning.
11. Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

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NEW TEACHER STANDARD II

CREATES/MAINTAINS LEARNING CLIMATES

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Communicates with and challenges students in a positive and support manner.
 2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
 3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
 4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
 5. Organizes materials and equipment to create a media-rich environment, including technology.
 6. Motivates, encourages, and supports individual and group inquiry.
 7. Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
 8. Promotes student willingness and desire to receive and accept positive and negative feedback.
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NEW TEACHER STANDARD III

IMPLEMENTS/MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Communicates specific standards and high expectations for learning.
 2. Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
 3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
 4. Uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.
 5. Makes appropriate provisions for learning to address diversity among learners.
 6. Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
 7. Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
 8. Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.
 9. Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.
 10. Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
 11. Makes creative and appropriate use of media and technology.
 12. Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.
 13. Provides opportunities for students to use and practice what is learned.
 14. Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
 15. Links learning with student aspirations for future roles.
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NEW TEACHER STANDARD IV

ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Uses multiple assessments and sources of data.
 2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
 3. Accurately assesses student performance using the established criteria and scoring guides consistent with United States Virgin Islands' assessment program.
 4. Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
 5. Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.
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NEW TEACHER STANDARD V

REFLECTS/EVALUATES TEACHING/LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
 2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.
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NEW TEACHER STANDARD VI

COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
 2. Articulates the purpose and scope of the collaborative effort.
 3. Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
 4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
 5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.
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NEW TEACHER STANDARD VII

ENGAGES IN PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching United States Virgin Islands's curriculum standards, refines the skills and processes necessary, and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
 2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
 3. Engages in relevant professional development activities and follows through with plan.
 4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.
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NEW TEACHER STANDARD VIII

KNOWLEDGE OF CONTENT

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Accurately communicates the skills and core concepts related to certified academic areas.
 2. Effectively applies the methods of inquiry related to the certified academic areas.
 3. Incorporates a multicultural/global perspective in content presentations.
 4. Utilizes technology related to the certified academic areas.
 5. Connects knowledge of the certified academic areas to real life situations.
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NEW TEACHER STANDARD IX

DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

PERFORMANCE CRITERIA:

The extent to which the teacher:

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.
3. Demonstrates knowledge of the use of technology in business, industry, and society.
4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
 8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
 9. Designs lessons that use technology to address diverse student needs and learning styles.
 10. Practices equitable and legal use of computers and technology in professional activities.
 11. Facilitates the lifelong learning of self and others through the use of technology.
 12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
 13. Applies research-based instructional practices that use computers and other technology.
 14. Uses computers and other technology for individual, small group, and large group learning activities.
 15. Uses technology to support multiple assessments of student learning.
 16. Instructs and supervises students in the ethical and legal use of technology.
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