

**UNITED STATES VIRGIN ISLANDS DEPARTMENT OF EDUCATION
LICENSURE AND CERTIFICATION TASK FORCE
EXPERIENCED TEACHER STANDARDS**

ADAPTED FROM INTASC MODEL TEACHER STANDARDS

The established goal of this committee is to assist the Virgin Islands Board of Education and the University of the Virgin Islands in the development of a performance-based system of teacher preparation and certification by: developing and recommending standards and performance criteria for the certification of experienced teachers in the United States Virgin Islands Department of Education; recommending steps for developing the assessment tasks; and recommending a process to support certification using the recommended standards. This process will involve redesigning the teacher performance evaluation instrument. In addition, this initiative takes into account that the Virgin Islands has an aging workforce and 90% of our teachers would be considered experienced teachers. A separate recommendation is made for what this committee will consider new teachers.

These standards will become a part of a results-oriented, primarily performance-based system of teacher preparation and certification recommended in the new paradigm for education. We hope that these standards will be used by the Virgin Islands Board of Education and the University of the Virgin Islands as a guide for setting policies for teacher certification as well as a guide for restructuring the teacher education program for those individuals seeking professional certification. Finally, as indicated earlier, we would be remiss if we did not include a revision of the teacher performance evaluation instrument as part of this initiative.

The guidelines below have been developed following an assessment of the needs of the Virgin Islands Department of Education and intended as a document for use by the Virgin Islands Board of Education, the University of the Virgin Islands as well as the Virgin Island Department of Education as Standards for Preparation and Certification

PREAMBLE TO EXPERIENCED TEACHER STANDARDS

The Experienced Teacher Standards identify what effective teachers know and do. While the Standards build upon what new teachers should know and do, they include and exceed new teacher standards. The Experienced Teacher Standards incorporate additional standards that are characteristic of effective, experienced teachers. Instructional processes of effective, experienced teachers demonstrate an understanding of the academic, social, emotional, and physical needs of each learner.

Included with each Experienced Teacher Standards are suggested performance criteria. It is intended that standards and performance criteria be considered holistically rather than applied as a prescriptive checklist when assessing a teacher's performance.

Furthermore, the performance criteria listed for each standard, while descriptive in nature, are not listed in any order of importance.

- Standard 1:** Demonstrates Professional Leadership
- Standard 2:** Demonstrates Knowledge of Content
- Standard 3:** Designs/Plans Instruction
- Standard 4:** Creates/Maintains Learning Climate
- Standard 5:** Implements/Manages Instruction
- Standard 6:** Assesses and Communicates Learning Results
- Standard 7:** Reflects/Evaluates Teaching/Learning
- Standard 8:** Collaborates with Colleagues/Parents/Others
- Standard 9:** Engages in Professional Development
- Standard 10:** Demonstrates Implementation of Technology

STANDARD 1:

Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6. Guides the development of curriculum and instructional materials.
- 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8. Initiates and develops educational projects and programs.
- 1.9. Practices effective listening, conflict resolution, and group-
- 1.10. Group facilitation skills as a team member.

STANDARD 2:

Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught
- 2.2. Communicates a current knowledge of discipline(s) taught.
- 2.3. Demonstrates a general knowledge that allows for integration of ideas and information taught

- 2.4. Demonstrates a general knowledge that allows for integration of ideas and the disciplines
- 2.5. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.6. Connects content knowledge to real-world applications.
- 2.7. Plans lessons and develops instructional material that reflect knowledge and current constructs and principles of the discipline(s) being taught.
- 2.8. Analyzes sources of factual information for accuracy.
- 2.9. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.10. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

STANDARD 3:

Designs/Plans Instruction

The teacher designs/plans 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:

- 3.1. Focuses instruction on one or more of United States Virgin Islands Department of Education's learning goals and academic expectations.
- 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3. Integrates skills, thinking processes, and content across disciplines.
- 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5. Creates and uses learning experiences that are developmentally appropriate for learners and teachers
- 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9. Develops and implements appropriate assessment processes.
- 3.10. Secures and uses a variety of appropriate school and community resource to support teaching and learning.
- 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

STANDARD 4:

Creates/Maintains Learning Climate

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:

- 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3. Shows consistent sensitivity to individuals and responds to students objectively
- 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6. Encourages and supports individual and group inquiry.
- 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9. Works with colleagues to develop an effective learning climate within the school.

STANDARD 5:

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:

- 5.1. Communicates specific goals and high expectations for learning.
- 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6. Stimulates students to reflect on their own ideas and those others.
- 5.7.1. Uses appropriate questioning strategies to help students solve problems
- 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11. Makes effective use of media and technologies.
- 5.12. Makes efficient use of physical and human resources and time.
- 5.13. Provides opportunities for students to use and practice what is learned.

5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

STANDARD 6:

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:

- 6.1. Selects and uses appropriate assessments.
- 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3. Assesses student performance using the established criteria and scoring guides consistent with United States Virgin Islands Department of Education's assessment program.
- 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7:

Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 7.1. Assesses and analyzes the effectiveness of instruction.
- 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

STANDARD 8:

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:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

STANDARD 9:

Engages in Professional Development

The teacher evaluates own overall performance in relation to United States Virgin Islands Department of Education's learner goals and implements a professional development plan.

PERFORMANCE CRITERIA:

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD 10:

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:

- 10.1. Operates a multimedia computer and peripherals to install and use a

- variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
 - 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
 - 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simply connections and installations.
 - 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
 - 10.6. Uses the computer to do word processing, create databases and spread sheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
 - 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
 - 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
 - 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
 - 10.10. Practices equitable and legal use of computers and technology in professional activities
 - 10.11. Facilitates the lifelong learning of self and others through the use of technology.
 - 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
 - 10.13. Applies research-based instructional practices that use computers and other technology.
 - 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
 - 10.15. Uses technology to support multiple assessments of student learning.
 - 10.16. Instructs and supervises students in the ethical and legal use of technology.

These standards are proposed as a result of the needs assessed in the Virgin Islands schools; however in order get the maximum benefits out of them, here is what is further proposed:

- ◆ School administrators in conjunction with the leadership of Curriculum and Instruction should monitor the process of implementing Experienced Teacher Standards.
- ◆ A committee consisting primarily of practicing experienced classroom teachers in the content areas should be convened to assist in developing performance assessment tasks.
- ◆ Assessment tasks for new teachers should be referenced when developing assessment tasks for experienced teachers, but should not be used as the governing criteria for experienced teacher tasks.
- ◆ While this committee realizes the need to put standards and performance criteria in place, this committee strongly recommends that the 2002-2003 school year be a time for development of assessment tasks for Experienced Teacher Standards and that the 2002-2003 school year be used for piloting and refining assessment tasks.

By the Fall of 2003, the University of the Virgin Island's education program should begin incorporating within their graduate programs those concepts found in Experienced Teacher Standards and criteria.

Assessment for the purpose of professional certification should be a combination of continuing education, professional development, and demonstrated performance. We further recommend that on-site assessment be an integral part of the certification process.

The ten Experienced Teacher Standards above describe what experienced teachers do in authentic teaching situations and those teaching behaviors and processes that are most critical to student learning. Teachers are expected to demonstrate the following:

- ◆ Imply more than the mere demonstration of teaching competencies. They imply consistent quality performances on teaching tasks. *Authentic teaching tasks provide opportunities and contexts for performances by teachers.*
- ◆ Use basic communication and mathematics skills in finding, organizing, expressing and responding to information and ideas.
- ◆ Apply core concepts and principles from science, arts and humanities, mathematics, practical living studies, social studies, and vocational studies.
- ◆ Become a self-sufficient individual who demonstrates high self-esteem, a healthy lifestyle, flexibility, creativity, self-control, and independent learning.
- ◆ 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.
- ◆ Think and solve problems including the ability to think critically and creatively, develop ideas and concepts, and make rational decisions.
- ◆ Connect and integrate experiences and new knowledge throughout the curriculum, question and interpret ideas from diverse perspectives, and apply concepts to real-life situations.