

## H.B. 1 Requirements for the Ohio Standards for the Teaching Profession Alignment Summary

Ohio House Bill 1 mandates in Section 3319.61.A.1.a.vi that the Educator Standards Board shall include “standards on collaborative learning environments and interdisciplinary, project-based, real-world learning and differentiated instruction.”

This document has been drafted to highlight these three areas – (1) collaborative learning; (2) interdisciplinary, project-based, real-world learning; and (3) differentiated instruction – as they appear in the *Ohio Standards for the Teaching Profession*. The excerpts of the *Ohio Standards for the Teaching Profession* that follow are organized by these three areas mandated by H.B. 1, Section 3319.61.A.1.a.vi.

The *Ohio Standards for the Teaching Profession* include seven standards:

**Standard 1: Students** Teachers understand student learning and development and respect the diversity of the students they teach.

**Standard 2: Content** Teachers know and understand the content area for which they have instructional responsibility.

**Standard 3: Assessment** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Standard 4: Instruction** Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Standard 5: Learning Environment** Teachers create learning environments that promote high levels of learning and achievement for all students.

**Standard 6: Collaboration and Communication** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

**Standard 7: Professional Responsibility and Growth** Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

The *Ohio Standards for the Teaching Profession* are organized by standards, elements, and indicators as shown below:

- **Standard:** The Standard is the broad category of teacher knowledge and skills.
- **Elements:** The Elements are the statements of what teachers should know, think and do to be effective teachers.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice; Indicators are observable and measurable statements to serve as tools in discussions of teachers’ skills and knowledge. The Indicators describe performance at three levels: Proficient, Accomplished, and Distinguished.

The three areas highlighted in H.B. 1 are addressed across the standards through numerous references at the standard, element, and indicator levels as follows.

## Collaborative Learning Environments

### Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

**Element 5.1** Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

**Indicator c. (Proficient)** Teachers use strategies to promote positive relationships, cooperation and collaboration among students.

**Element 5.4** Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

**Indicator a. (Proficient)** Teachers use flexible learning situations, such as independent, small group and whole class.

**Indicator b. (Proficient)** Teachers develop guidelines for and model cooperative learning.

**Indicator d. (Accomplished)** Teachers employ cooperative learning activities.

**Indicator e. (Accomplished)** Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning.

**Indicator f. (Distinguished)** Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity.

**Indicator g. (Distinguished)** Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms.

### Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

**Element 6.3** Teachers collaborate effectively with other teachers, administrators and school and district staff.

**Indicator d. (Accomplished)** Teachers use effective collaboration skills in their work with others within the school community.

## Interdisciplinary, Project-Based, Real-World Learning

- **Interdisciplinary**

### Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

**Element 2.4** Teachers understand the relationship of knowledge within the discipline to other content areas.

**Indicator a.** (*Proficient*) Teachers make relevant content connections between disciplines.

**Indicator b.** (*Accomplished*) Teachers prepare opportunities for students to apply learning from different content areas to solve problems.

**Indicator c.** (*Accomplished*) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.

**Indicator d.** (*Distinguished*) Teachers design projects that require students to integrate knowledge and skills across several content areas.

**Indicator e.** (*Distinguished*) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.

- **Project-Based**

### Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Element 4.6** Teachers create and select activities that are designed to help students develop as independent learners and complex problem solvers.

**Indicator c.** (*Accomplished*) Teachers provide complex, creative, open-ended learning opportunities for students.

**Indicator e.** (*Distinguished*) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning.

### Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

**Element 5.3** Teachers motivate students to work productively and assume responsibility for their own learning.

**Indicator e.** (*Distinguished*) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.

**Element 5.4** Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

**Indicator d.** (*Accomplished*) Teachers employ cooperative learning activities.

**Indicator f. (*Distinguished*)** Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity.

- **Real-World Learning**

**Standard #2: Content**

Teachers know and understand the content area for which they have instructional responsibility.

**Element 2.5** Teachers connect content to relevant life experiences and career opportunities.

**Indicator a. (*Proficient*)** Teachers facilitate learning experiences that connect to real-life situations and careers.

**Indicator b. (*Accomplished*)** Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning.

**Indicator c. (*Distinguished*)** Teachers design innovative learning activities that replicate real-life and workplace activities.

**Indicator d. (*Distinguished*)** Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences.

## Differentiated Instruction

### Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

**Element 4.5** Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

**Indicator a.** (*Proficient*) Teachers gather and use student data to choose appropriate instructional strategies for groups of students.

**Indicator b.** (*Proficient*) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students.

**Indicator c.** (*Proficient*) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.

**Indicator d.** (*Accomplished*) Teachers differentiate instruction to meet individual students' learning needs.

**Indicator e.** (*Accomplished*) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.

**Indicator f.** (*Accomplished*) Teachers provide varied options for how students will demonstrate mastery.

**Indicator g.** (*Distinguished*) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals.

**Indicator h.** (*Distinguished*) Teachers create professional development opportunities for colleagues to study research-based methodologies and design materials that support students' individual learning needs.

**Element 4.2** Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

**Indicator a.** (*Proficient*) Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities.

**Indicator b.** (*Proficient*) Teachers adjust instruction based on student learning.

**Indicator d.** (*Accomplished*) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps.

**Indicator f.** (*Distinguished*) Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.

### Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

**Element 3.2** Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

**Indicator b.** (*Proficient*) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.

**Indicator c.** (*Accomplished*) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles.

**Indicator d. (Accomplished)** Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities.

**Element 3.3** Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.

**Indicator a. (Proficient)** Teachers utilize assessment data to identify students' strengths and needs, and modify instruction.

**Indicator b. (Proficient)** Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards.

**Indicator c. (Proficient)** Teachers maintain accurate and complete assessment records, as needed, for data-based decision making.

**Indicator d. (Accomplished)** Teachers read and interpret data and use this analysis to differentiate learning for, and tailor instructional goals to, individual students.

**Indicator e. (Accomplished)** Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.

**Indicator f. (Accomplished)** Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success.

**Indicator g. (Distinguished)** Teachers promote the use of student data to inform curriculum design.

**Indicator h. (Distinguished)** Teachers promote the use of student data to implement targeted strategies for instruction.

## **Standard #1: Students**

Teachers understand student learning and development, and respect the diversity of the students they teach.

**Element 1.2** Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.

**Indicator a. (Proficient)** Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.

**Indicator b. (Accomplished)** Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development.

**Indicator c. (Accomplished)** Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.

**Indicator d. (Distinguished)** Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.

**Element 1.5** Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

**Indicator a. (Proficient)** Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices.

**Indicator d. (Proficient)** Teachers seek and use support from specialists and other sources of expertise to enhance student learning.

**Indicator e. (Accomplished)** Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.

**Indicator f. (Accomplished)** Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.

**Indicator g. (*Distinguished*)** Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources.