

## OTES 2.0 Rubric/Ohio Standards for the Teaching Profession Alignment Chart

Domain	Component	Standards for the Teaching Profession Elements	Skilled Indicator(s)
Focus for Learning	Use of HQSD	1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. 1.3 Teachers expect that all students will achieve to their full potential. 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	The teacher correctly and thoroughly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goals.
	Connections to prior & future learning	1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas. 2.5 Teachers connect content to relevant life experiences and career opportunities.	The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and include strategies that communicate the connections to students.
	Connections to state standards and district priorities	2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards. 4.7 Teachers use resources effectively, including technology, to enhance student learning.	The teacher's instructional plan incorporates activities, assessments, and resources, including technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.
Knowledge of Students	Planning Instruction for the whole child	1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. 1.4 Teachers model respect for students' diverse cultures, language skills and experiences. 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. 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.	The teacher's instructional plan reflects connections to student experiences, culture, and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency, and interests.

		6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	
Lesson Delivery	Communication with students	2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. 6.1 Teachers communicate clearly and effectively.	<ul style="list-style-type: none"> <li>•The teacher is consistent and effective in communicating appropriate, needs-based differentiated learning goals, expectations for mastery, and models of skilled performance with students.</li> <li>•The teacher demonstrates content knowledge by consistently using content-specific, developmentally appropriate language and content-specific strategies in order to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher level thinking.</li> <li>•Substantive, specific and timely feedback is given to students to support student learning.</li> </ul>
	Monitoring student understanding	3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as challenges are perceived.
	Student-centered learning	3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. 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. 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. 5.3 Teachers motivate students to work productively and assume responsibility for their own learning. 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	<ul style="list-style-type: none"> <li>• The learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.</li> <li>• Teacher provides opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.</li> </ul>
Classroom Environment	Classroom routines and procedures	5.5 Teachers maintain an environment that is conducive to learning for all students.	The teacher consistently uses routines, procedures, and transitions that are effective in maximizing instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for the effective operation of the classroom.
	Classroom climate and cultural competency	1.4 Teachers model respect for students' diverse cultures, language skills and experiences. 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. 5.2 Teachers create an environment that is physically and emotionally safe.	<ul style="list-style-type: none"> <li>• There is consistent evidence of rapport and expectations for respectful interactions with and among students and the teacher.</li> <li>• There is demonstration of regard for student perspectives, experiences, and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect,</li> </ul>

			and care. The teacher anticipates and effectively addresses student needs relating to student sense of well-being.
Assessment of Student Learning	Use of assessments	3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	<ul style="list-style-type: none"> <li>The teacher selects, develops and uses multiple assessments including routine use of various diagnostic, formative, and summative assessments.</li> <li>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, and modify instruction and differentiate to meet the needs of groups of students.</li> </ul>
	Evidence of student learning	3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.	<ul style="list-style-type: none"> <li>The teacher uses at least two sources of high-quality student data to demonstrate academic growth and/or achievement over time showing clear evidence of expected growth and/or achievement for most students.</li> <li>The teacher shares evidence of student learning with parents and students in order to plan instruction to meet student needs.</li> </ul>
Professional Responsibilities	Communication and collaboration with families	6.1 Teachers communicate clearly and effectively. 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	The teacher uses effective and appropriate communication and engagement strategies with students and families resulting in the development of partnerships that contribute to student learning, well-being, and development.
	Communication and collaboration with colleagues	6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and to analyze trends and patterns of student work and student data, in order to identify and implement targeted strategies for improvement of professional practice.
	District policies and professional responsibilities	7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	The teacher demonstrates understanding by following district policies, state and federal regulations and the Licensure Code of Professional Conduct for Ohio Educators.
	Professional learning	7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	The teacher sets short- and long-term professional goals and monitors progress in meeting these goals based on self-reflection and analysis of data. The teacher takes appropriate action to meet the goals.