

Standards for Alaska's Beginning Teachers

The following content and performance standards apply to a beginning teacher for purposes of completion of a teacher preparation program:

(1) A beginning teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) stating a personal philosophy of education supported by research, professional literature, and experience with students;

(B) identifying teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education; and

(C) demonstrating teaching practices that represent the teacher's philosophy of education.

(2) A beginning teacher understands how students learn and develop and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) identifying the abilities of students based on a developmental continuum through formal and informal assessment, including observation, documentation, developmental profiles required under 4 AAC [06.712](#), and state standards-based assessments under 4 AAC [06.737](#);

(B) providing instructional opportunities to meet the needs of students based on

(i) theories of learning and motivation; and

(ii) the individual and special needs of students, including students with different learning styles, students at different stages of development, students with disabilities, limited English proficient students, and gifted students.

(3) A beginning teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) making connections with local cultures and with the individual and cultural characteristics of the students to promote learning;

(B) using resources and information about the community and the state in planning and delivery of instruction;

(C) recognizing and minimizing bias in instructional materials and practice;

(D) using culturally appropriate communication, instructional strategies, and ways of knowing, and using knowledge of the cultural standards adopted by reference in 4 AAC [04.180](#) in practice; and

(E) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students.

(4) A beginning teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

(A) identifying the connections in instructional plans to the

(i) student content and performance standards adopted by reference in 4 AAC [04.150](#); and

(ii) district curriculum; and

(B) developing and teaching lessons or units that demonstrate

(i) accurate and current knowledge of the content;

(ii) instructional strategies that are suited to teaching the content area, integrating technology where appropriate;

(iii) consideration of students' developmental stages of content mastery using an analysis of various qualitative and quantitative assessment data;

(iv) a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity, and performance skills; and

(v) connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.

(5) A beginning teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include

(A) teaching lessons based on

(i) the student content and performance standards adopted by reference in 4 AAC [04.150](#);

(ii) the district curriculum; and

(iii) individual and special needs of students;

(B) selecting appropriate assessments that measure what students know, understand, and are able to do;

(C) analyzing and using data from formative, interim, and summative assessments to guide instruction and planning;

(D) identifying and using a variety of instructional strategies and resources that are appropriate to the individual and special needs of students, including students with disabilities, limited English proficient students, and gifted students;

(E) assisting students to reflect on their own progress using assessment data;

(F) using a record keeping system to monitor and report student progress and attendance;
and

(G) communicating ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.

(6) A beginning teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a learning environment that is physically, emotionally, and intellectually safe;

(B) establishing a culture of learning for all students by

(i) setting clear expectations of high standards for student performance;

(ii) promoting pride in student accomplishments;

(iii) teaching students to be responsible for their individual and collaborative learning and decision-making;

(iv) promoting respect for individual differences; and

(v) responding appropriately to student behavior; and

(C) implementing routines, procedures, scheduling, a classroom physical arrangement, and other elements of a classroom management plan that

(i) establishes an environment in which students are actively engaged, contributing members;

(ii) establishes an environment in which time is managed for maximum learning, by means of transitions, pacing, administrative procedures, and other time management techniques; and

(iii) includes a discipline plan incorporating district, school, and classroom standards of behavior.

(7) A beginning teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include

- (A) promoting regular communication between the classroom and students' families;
- (B) participating in schoolwide efforts, if available, that involve families and the public in the school community;
- (C) relating curriculum to local lifestyles, using culturally relevant lesson plans, using local experts, local artists, and field trips, and using other instructional strategies that connect classroom activities with students' cultures and families and with the local community; and
- (D) providing parents and families the opportunity to set and monitor student learning goals.

(8) A beginning teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include

- (A) complying with 20 AAC [10.020](#) (code of ethics and teaching standards), and explaining how it impacts decision-making;
- (B) committing to continuous professional growth by
 - (i) setting professional goals based on identified strengths, weaknesses, and feedback from colleagues, supervisors, administrators, mentors, and other professionals;
 - (ii) reflecting upon the teacher's own teaching practices, including progress towards goals; and
 - (iii) pursuing certification advancement, professional organization affiliation, district in-services, or other professional development opportunities;
- (C) working cooperatively with colleagues, supervisors, administrators, mentors, and other professionals;
- (D) demonstrating compliance with federal, state, district, and school laws, regulations, policies, procedures, and schedules; and
- (E) considering feedback from colleagues, supervisors, administrators, mentors, and other professionals.