

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>InTASC</i>
1. Organizational and Classroom Management Skills	<i>Planning and Preparation</i>			
	<i>Alignment with Standards</i>	<ul style="list-style-type: none"> • Lesson Plans: Aligned with state/Common Core standards and address student diversity and learning styles • Preparation: Plans instructional strategies to develop critical thinking, problem solving, and performance skills 	<ul style="list-style-type: none"> • Planning & Preparation for appropriate attention to established content standards 	<ul style="list-style-type: none"> • Standard 1: Learner Development <ul style="list-style-type: none"> - Creates developmentally appropriate instruction • Standard 7: Planning for Instruction <ul style="list-style-type: none"> - Selects/Creates learning experiences that are appropriate for curriculum goals & content standards - Plan how to achieve each student's learning goals - Develops appropriate sequencing of learning experiences - Plans for instruction based on formative & summative assessment data, prior learner knowledge, & learner interest - Plans collaboratively with professionals who have specialized expertise - Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet student needs
	<i>Instructional Design</i>	<ul style="list-style-type: none"> • Preparation: Plans lessons relative to short- and long-term objectives • Lesson Plans: Revises plans according to student data analysis • Preparation: Collaborative planning 	<ul style="list-style-type: none"> • Planning & Preparation for lessons within units that progress toward a deep understanding and transfer of content • Planning & Preparation for effective scaffolding of information within lessons 	

	<i>Procedures</i>	<ul style="list-style-type: none"> • Preparation: Ensures materials & equipment ready at the start of the lesson/instructional activity • Lesson Plans: Developed consistently and on time • Lesson Plans: Provides substitute plans, rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups 	<ul style="list-style-type: none"> • Organizing the physical layout of the classroom • Planning & Preparation for use of available traditional resources 	
--	-------------------	---	--	--

1. Organizational and Classroom Management Skills (Continued)	<i>Classroom Management</i>			
	<i>Classroom Procedures</i>	<ul style="list-style-type: none"> • Discipline: Establish and post standards of conduct; implement with consistency 	<ul style="list-style-type: none"> • Establishing classroom rules and procedures 	
	<i>Student Behavior</i>	<ul style="list-style-type: none"> • Discipline: Ensures that students are engaged and clear about expectations • Discipline: Monitors student behavior during activities and transitions • Discipline: Stops inappropriate behavior promptly and consistently, maintaining student dignity • Building-wide climate responsibility: Participates in school initiatives promoting orderly behavior • Building-wide climate responsibility: Follows procedures to keep students healthy & safe 	<ul style="list-style-type: none"> • Noticing when students are not engaged • Demonstrating "withitness" • Acknowledging adherence • Applying consequences for lack of adherence • Displaying objectivity & control 	
<i>Relationships with Students</i>	<ul style="list-style-type: none"> • Student Relations: Optimizes the learning environment • Student Relations: Convey high expectations for all students • Student relations: Communications with students are considerate & respectful • Student Relations: Consistently conveys a positive view of learning 	<ul style="list-style-type: none"> • Using verbal & nonverbal behaviors that indicate affection for students • Demonstrating value & respect for low-expectancy students • Demonstrating intensity & enthusiasm 	<ul style="list-style-type: none"> • Standard 3: Learning Environments <ul style="list-style-type: none"> - Develop shared values & expectations for respectful interactions - Communicates verbally & nonverbally in ways that demonstrate respect & responsiveness • Standard 8: Instructional Strategies 	

				<ul style="list-style-type: none">- Collaborates with learners to design relevant learning experiences, identify strengths, & access family/community resources to develop their areas of interest
--	--	--	--	--

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>InTASC</i>
<p>2. Ability to Provide Effective Instruction</p>	<p><i>Cognitive Complexity</i></p>	<ul style="list-style-type: none"> • Literacy: Embeds literacy into all content • Common Core: Participates in conversion process • Common Core: Uses aligned instructional strategies and content focus 	<ul style="list-style-type: none"> • Identifying critical information • Organizing students for cognitively complex tasks • Engaging students in cognitively complex tasks involving hypothesis generation & testing • Chunking content into digestible "bites" 	<ul style="list-style-type: none"> • Standard 5: Application of Content <ul style="list-style-type: none"> - Implements support for literacy development across content areas - Develops communication skills in disciplinary & interdisciplinary contexts - Engages learners in generating & evaluating new ideas & novel approaches • Standard 8: Instructional Strategies <ul style="list-style-type: none"> - Engages learners in developing higher order questioning skills & metacognitive performances - Uses a variety of instructional strategies to support & expand learner communication
	<p><i>Instructional Strategies: Engagement</i></p>	<ul style="list-style-type: none"> • Involves All Learners: Engages all students in active learning experiences • Involves All Learners: Incorporates students' skills and interests • Involves All Learners: Checking to ensure involvement of all learners • Involves All Learners: Scaffolds and uses questioning to develop higher-level thinking 	<ul style="list-style-type: none"> • Maintaining a lively pace • Managing response rates • Using academic games • Presenting unusual or intriguing information • Using physical movement • Using friendly controversy • Understanding students' interests and backgrounds • Providing opportunities for students to talk about themselves 	<ul style="list-style-type: none"> • Standard 3: Learning Environments <ul style="list-style-type: none"> - Positive learning environment - Engage learners in collaborative & self-directed learning - Rigorous discussions & individual/group responsibility for quality work - Manages learning environment to actively & equitably engage - Uses a variety of methods to engage learners - Builds learner capacity to collaborate

	<p><i>Instructional Strategies: Quality of Directions</i></p>	<ul style="list-style-type: none"> • Explains Directions: Gives directions that are clearly stated and relate to the learning objective • Explains Directions: Gives directions using a variety of delivery modes • Explains Directions: Gives directions for transitions • Explains Directions: Includes transitions in planning to optimize academic learning time <p>*In Tulsa Model trainings, the term "directions" encompasses both directions (processes and procedures) and instruction (relating to the learning objectives).</p>	<ul style="list-style-type: none"> • Providing clear learning goals and scales (rubrics) 	<ul style="list-style-type: none"> • Standard 8: Instructional Strategies <ul style="list-style-type: none"> - Varies his/her role in the instructional process in relation to the content and learner needs - Provides multiple models & representations of concepts & skills with varied opportunities for learners to demonstrate knowledge
<p>2. Ability to Provide Effective Instruction (Continued)</p>	<p><i>Instructional Strategies: Teaching Content</i></p>	<ul style="list-style-type: none"> • Explains Content: Uses cooperative learning, advance organizers & other strategies to foster participation & understanding • Explains Content: Uses a variety of activities to support instructional outcomes & meet varied student needs (learning styles, intelligences, etc) • Modeling: Demonstrates or models the desired skill or process • Establishes closure: Ends activity by summarizing or asking students to summarize • Establishes closure: Students are able to reflect on own learning • Establishes closure: Connects to prior and future learning 	<ul style="list-style-type: none"> • Previewing new content • Organizing students to practice and deepen knowledge • Recording and representing knowledge • Examining similarities and differences • Organizing students to interact with new knowledge • Processing new information • Practicing skills, strategies & processes • Examining errors in reasoning • Revising knowledge • Using homework • Reviewing content • Reflecting on learning 	<ul style="list-style-type: none"> • Standard 4: Content Knowledge <ul style="list-style-type: none"> - Effectively uses multiple representations - Encourages learners to understand, question, & analyze ideas from diverse perspectives so that they master content - Engages learners in applying methods of inquiry & standards of evidence - Stimulates learner reflection on prior knowledge, links new concepts, & makes connections to learner experiences - Recognizes learner misconceptions & builds accurate conceptual understanding - Creates opportunities for students to master academic

				<p>language</p> <ul style="list-style-type: none"> • Standard 5: Application of Content <ul style="list-style-type: none"> - Implements projects that guide learners in analyzing the complexities of an issue using perspectives from varied disciplines & cross-disciplinary skills - Engages learners in applying content knowledge to real world problems through interdisciplinary themes - Engages learners in questioning & challenging assumptions - Facilitates learners' ability to develop diverse social & cultural perspectives • Standard 8: Instructional Strategies <ul style="list-style-type: none"> - Uses appropriate strategies to adapt instruction to needs of learners - Asks questions to stimulate discussion that serves different purposes
	<p><i>Instructional Strategies: Using Technology & Other Resources</i></p>	<ul style="list-style-type: none"> • Explains Content: Incorporates technology in planning and instruction 	<ul style="list-style-type: none"> • Planning & Preparation for use of available technology • Providing resources & guidance 	<ul style="list-style-type: none"> • Standard 3: Learning Environments <ul style="list-style-type: none"> - Promotes responsible use of interactive technologies • Standard 4: Content Knowledge <ul style="list-style-type: none"> - Evaluates & modifies resources & materials - Uses supplementary resources & technologies • Standard 5: Application of Content <ul style="list-style-type: none"> - Facilitates learners' use of tools & resources to maximize content

				<p>learning</p> <ul style="list-style-type: none">• Standard 6: Assessment<ul style="list-style-type: none">- Seeks appropriate ways to employ technology to support assessment practice• Standard 8: Instructional Strategies<ul style="list-style-type: none">- Engages learners using a variety of skills and technology tools
--	--	--	--	--

<p>2. Ability to Provide Effective Instruction (Continued)</p>	<p><i>Monitoring Student Progress</i></p>	<ul style="list-style-type: none"> • Monitoring: Checks to determine if students are progressing toward objectives • Monitoring: Moves to all areas of the room • Monitoring: Provides opportunity for students to formulate thoughtful responses • Monitoring: Uses different types of student response techniques • Monitoring: Uses feedback to evaluate student understanding • Adjusts Based on Monitoring: Assesses mastery to determine if independent practice or re-teaching is necessary • Adjusts Based on Monitoring: Reviews data from assessments to modify instruction • Assessment Practices: Formative & summative assessments recorded & consistently used to guide instruction • Assessment Practices: Recognizes student progress and encourages behaviors that result in success • Assessment Practices: Provides adequate & timely feedback to student to reflect & set goals 	<ul style="list-style-type: none"> • Tracking student progress • (Other instructional strategies cited above also applicable to monitoring & adjusting) • Celebrating success 	<ul style="list-style-type: none"> • Standard 1: Learner Development <ul style="list-style-type: none"> - Regularly assesses performance in order to modify instruction • Standard 4: Content Knowledge <ul style="list-style-type: none"> - Evaluates learners' content knowledge in their primary language • Standard 6: Assessment <ul style="list-style-type: none"> - Balances the use of formative & summative assessment - Designs assessments that match learning objectives with assessment methods - Examines test and other performance data to understand each learner's performance and to guide planning - Engages learners in understanding quality work & provides effective descriptive feedback - Engages learners in multiple ways of demonstrating knowledge & skill - Models and structures processes that guide learners in examining their own thinking - Effectively uses assessments to identify needs & develop differentiated experiences - Prepares all learners for the demands of particular assessment formats & makes appropriate accommodations • Standard 8: Instructional Strategies
---	---	---	--	--

				<ul style="list-style-type: none">- Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to learning needs
--	--	--	--	---

<p>2. Ability to Provide Effective Instruction (Continued)</p>	<p><i>Teaching Students with Special Needs and Other Students Experiencing Difficulties</i></p>	<ul style="list-style-type: none"> • Student Achievement: Effective development & use of modified assessments & curriculum for students experiencing difficulty in learning • Student Achievement: Assures that all students have access to standard curriculum • Student Achievement: Accepts responsibility for the success of all students • Student Achievement: Provides frequent/timely feedback to students, teachers, parents 	<ul style="list-style-type: none"> • Asking questions of low-expectancy students • Probing incorrect answers with low-expectancy students 	<ul style="list-style-type: none"> • Standard 2: Learning Difference <ul style="list-style-type: none"> - Designs & adapts instruction - Appropriate & timely provisions for individual students - Designs instruction to build on prior knowledge - Brings multiple perspectives to the discussion of content - Incorporates tools of language development into instruction - Makes content accessible for ELLs - Accesses specialized resources
---	---	---	---	--

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>InTASC</i>
3. Focus on Continuous Improvement & Professional Growth	<i>Professional Growth & Improvement</i>	<ul style="list-style-type: none"> • Prof. Growth: Uses growth as a continuous improvement strategy, updating their content knowledge and current professional practices. 	<ul style="list-style-type: none"> • Identifying specific areas of pedagogical strength & weakness • Evaluating the effectiveness of individual lessons & units • Evaluating the effectiveness of specific pedagogical strategies across different categories of students • Seeking mentorship for areas of need or interest • Developing a written professional growth & development plan • Monitoring progress relative to the prof. growth plan 	<ul style="list-style-type: none"> • Standard 9: Professional Learning <ul style="list-style-type: none"> - Develops knowledge & skills in order to provide all learners with engaging curriculum & learning experiences - Engages in appropriate professional learning experiences aligned with needs of self, learners, school, and system - Uses a variety of data to evaluate the outcomes of teaching & learning how to adapt planning & practice - Actively seeks professional, community, & technological resources - Reflects on personal biases - Advocates, models, and teaches safe, legal, and ethical use of information & technology
	<i>Professionalism</i>	<ul style="list-style-type: none"> • Professionalism: Exhibits behaviors & efficiencies associated with professionalism—reliability, punctuality, and adherence to procedures, timelines, and reporting requests 	<ul style="list-style-type: none"> • Adhering to district rules & procedures 	

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>InTASC</i>
4. Interpersonal Skills	<i>Interpersonal Skills</i>	<ul style="list-style-type: none"> • Interpersonal Skills: Interacts with families and colleagues in a timely, consistent, positive, and professional manner • Interpersonal Skills: Engages families and colleagues in the educational program • Interpersonal Skills: Collaborates appropriately and makes decisions that reflect professional consideration 	<ul style="list-style-type: none"> • Promoting positive interactions about colleagues • Promoting positive interactions about students 	<ul style="list-style-type: none"> • Standard 1: Learner Development <ul style="list-style-type: none"> - Collaborates with families & others

<i>Legal Requirement</i>	<i>Subtopic</i>	<i>Tulsa</i>	<i>Marzano</i>	<i>InTASC</i>
5. Leadership Skills	<i>Leadership Skills</i>	<ul style="list-style-type: none"> • Leadership: Participates in school and district events • Leadership: Finds ways to contribute to the profession • Leadership: Assumes a proactive role in addressing student needs 	<ul style="list-style-type: none"> • Participating in school & district initiatives • Mentoring other teachers & sharing ideas 	<ul style="list-style-type: none"> • Standard 10: Leadership and Collaboration <ul style="list-style-type: none"> - Takes an active role on the instructional team - Works with other school professionals to plan & facilitate learning - Engages collaboratively to build a shared vision and supportive culture - Work collaboratively with learners & their families to establish mutual expectations & support learner development - Build ongoing connections with community resources - Works to advance professional

				<p>practice</p> <ul style="list-style-type: none">- Uses technological tools to build local and global learning communities- Uses and generates meaningful research on educational issues- Seeks opportunities to model effective practice for colleagues, lead professional learning activities, and serve in other leadership roles- Advocates to meet the needs of learners & enact system change- Takes on leadership roles at the school, district, state, & national levels
--	--	--	--	---