WELS
Christ's Love, Our Calling.

FOUNDATION: Christian teachers are faithful servants of Jesus Christ.

Called teachers are public ministers of the Word who faithfully serve (1 Cor. 4:2) with joy (Phil. 4:4) and dedication (1 Tim. 4:12).

Ministry Traits	Beginning	Emerging	Applying	Integrating	Modeling
F.1 Reflects faith in Christ through words, actions, activities, and relationships.	Reflects faith in Christ - ● **through words,** *"You are a chosen people, a royal priesthood, a holy nation, a people belonging to God, that you may declare the praises of him who called you out of darkness into his wonderful light."* (1 Peter 2:9) ● **actions,** *"Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God."* (Ephesians 5:1-2) ● **activities,** *"... become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe as you hold out the word of life..."* (Philippians 2:15, 16a). ● **relationships.** *"Dear friends, since God so loved us, we also ought to love one another."* (1 John 4:11)				
F.2 Shows joy and enthusiasm for the teaching ministry.	Displays generally positive attitude toward teaching in classroom.	Promotes a love for learning within the classroom environment.	Models love for learning with students, parents, and others.	Engages enthusiastically in professional dialogue with colleagues.	Fosters a love for teaching among colleagues and encourages and inspires others to consider the teaching profession.
F.3 Demonstrates dedication to the teaching ministry.	Attends to expected classroom responsibilities and relationships.	Commits time and energy to refining and improving classroom practice for the academic and spiritual growth of students.	Engages in efforts to enhance the ministry of the school by improving the quality of the school's curriculum, instruction and programming.	Shares expertise with the broader community of teaching ministers and other professional educators.	Leads and contributes to the development of the teaching ministry and the broader education profession.
F.4 Participates in school and congregation activities	Attends school activities and events associated with assigned duties and responsibilities. Is regular in congregational worship.	Attends school and church activities and events to support and encourage students and coworkers.	Participates in school and church activites outside the classroom, engaging with students, coworkers, and congregation members in an positive manner.	Volunteers and is actively involved in planning and implementation of school and church activities. Assists students and corworkers in identifying opportunities for participation in school and church activities that strengthen their personal, spiritual, and academic development.	Takes the initiative to propose, develop, and implement activities that are beneficial to the school and congregation. Is recognized as a proactive leader who makes a difference by enhancing the ministries of the school and church.
F.5 Serves with appropriate involvement in community organizations and events.	Supports students by attending their community related events.	Attends and participates in community events with students, their families, and other members of the congregation	Assists students and coworkers in identifying opportunities for participation in community events.	Volunteers and is actively involved in planning and implementing community events that incorporate appropriate congregation participation.	Leads development of community events and is recognized as a proactive leader who makes a difference in the community.

7/2015

STANDARD ONE: Christian teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

	Beginning	Emerging	Applying	Integrating	Innovating
1.1 Understands the central concepts, underlying foundations, and broad patterns of the discipline.	Has a general knowledge of the subject and relies primarily on the textbook for sharing it.	Identifies the key concepts, foundational principles, or patterns of the lessons as found within the textbook and designs lessons which translate them to the students.	Presents multiple explanations of concepts to express key ideas including content and explanations of content from sources beyond the textbook.	Reinforces key ideas through both classroom environment and instruction, provides explicit links to learners' prior understandings and experiences outside of the classroom.	Knows how the foundations, key concepts, and broad patterns are related to the subject as a whole and how to convey that knowledge to students. Designs courses, classes and curriculums to allow children to experience and grasp those understandings using a variety of resources and subject matter tools, while using the textbook only as a resource.
1.2 Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inquiry in teaching subject matter in the light of God's Word.	Presents subject matter concepts from one perspective.	Introduces students to different methods of inquiry and may represent more than one viewpoint.	Represents and uses differing viewpoints, theories, human ways of knowing, and methods of inquiry in his/her teaching of subject matter in light of God's Word.	Structures curriculum so students may discover conceptual frameworks. Encourages students to contrast different theories through methods of inquiry.	Structures instruction to encourage learners' evaluation and analysis of concepts, viewpoints and theories in light of God's Word.
1.3 Engages learners in generating knowledge and / or testing hypotheses according to methods of inquiry and standards of evidence used in the discipline as they are in accord with God's Word.	Models methods of inquiry and standards of evidence used in the discipline. May explicitly teach these methods to students.	Designs instruction so that students generate knowledge and test hypotheses.	Engages learners in generating knowledge and testing hypotheses according to methods of inquiry and standards of evidence used in the discipline as they are in accord with God's Word.	Encourages learners to compare methods of inquiry and standards of evidence across multiple disciplines and interpret them in accord with God's Word.	Supports students in presenting discipline-based knowledge to peers, parents and/or other school colleagues which gives evidence of their Christian discernment where appropriate.
1.4 Recognizes perspective and bias in curricular materials and encourages students to consider diverse perspectives that reflect love and respect for all of God's people.	Uses curricula that may prompt students to explore ideas from more than one perspective.	Implements curricula that motivates students to examine ideas from multiple perspectives.	Develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.	Integrates a diversity of perspectives into curricula.	Develops and uses curricula that encourage students to propose and delineate their own ideas as well as synthesize ideas from diverse perspectives.

STANDARD ONE: Christian teachers know the subjects they are teaching.

	Beginning	Emerging	Applying	Integrating	Innovating
1.5 Creates inter-disciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Identifies key concepts and skills in core curriculum and standards and connects lessons to prior learning.	Connects key knowledge, skills, and methods of inquiry within and across several disciplines. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support content standards. Capitalizes on opportunities to make connections while teaching.	Extends in-depth learning for all students by fostering cross curricular applications of knowledge, skills, and methodology.
1.6 Understands how the subject matter fits within God's world in a Biblically correct way and leads the students to that same appreciation and understanding.	Teaches the subject matter in a way that does not contradict Scripture.	Incorporates Biblical principles where appropriate into lessons.	Understands how the subject matter fits within God's world in a Biblically correct way and reflects that in overall course design.	Correctly teaches the subject from proper understanding of God's Word and encourages student expression of that same perspective.	Not only correctly understands subject matter within the light of God's Word, but prepares students to see, question, and interpret human understandings in that same light and share that perspective with others.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD TWO: Christian teachers know how individuals grow and develop.

The teacher understands how students learn and develop and provides instruction that supports their spiritual, intellectual, physical, social, and emotional growth.

	Beginning	Emerging	Applying	Integrating	Innovating
2.1 Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (spiritual, intellectual, physical, social, and emotional).	Assesses each student's assigned work. Provides instruction based on available curriculum.	Designs individual and group work based on assessments. Supports development in each domain through focused activities.	Evaluates individual and group development using multiple measures in order to design instruction that meets students' current needs in each domain and that leads to their continuing development.	Delivers developmentally appropriate instruction in each of the domains, aligned with individual student needs and content standards.	Promotes each student's spiritual intellectual, physical, social, and emotional development by selecting appropriate assessment tools, correctly interpreting results, and delivering effective instruction.
2.2 Stimulates reflection on prior knowledge and links new content to learners' prior experience.	Directs learning through teaching available curriculum. Invites students to relate prior experiences during class discussions.	Makes some connections to students' experiences and provides opportunities for active learning.	Creates lessons that ask students to access prior knowledge and link new ideas to already familiar ideas. Frequently connects content to students' prior experiences.	Teaches a variety of learning strategies that enable students to build on experiences and extend their learning.	Utilizes student leadership to extend the exploration of lesson ideas and to build students' interest and respect for each other's experiences and thinking.
2.3 Provides opportunities for engagement, manipulation, and testing of ideas in view of God's Word and encourages learners to take responsibility for their learning tasks.	Uses available instructional materials with some attention to testing ideas in view of God's Word.	Acknowledge students' faith, thinking and experiences in most lessons. Encourages students to evaluate lesson content and ideas in light of God's Word.	Develops lessons that encourage critical thinking. Listens and responds to group interaction, and elicits samples of student thinking orally and in writing.	Invites students to generate questions and topics of interest within the subject upon which subsequent instructional activities are based. Guides students in selecting appropriate learning strategies.	Shapes classroom environment to inspire students' initiative, choice, collaboration and autonomy during learning tasks.
2.4 Applies theories of human development to classroom instruction.	Uses available instructional materials with some attention to students' faith, thinking and prior experience.	Acknowledge students' faith, thinking and experiences in most lessons. Taps prior knowledge.	Develops lessons that encourage discussion. Listens and responds to group interaction, and elicits samples of student thinking orally and in writing. Elicits prior knowledge and student's thinking about a subject to help design appropriate instructional experiences.	Structures lessons to address and build upon students' faith, thinking and experience. Invites students to generate questions and topics of interest within the subject upon which subsequent instructional activities are based.	Utilizes student leadership to extend students' interest and respect for each other's faith, thinking and experience.

Based on the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD THREE: Christian teachers understand that individuals learn differently.

The teacher understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet diverse cultural, socioeconomic, and exceptional needs.

	Beginning	Emerging	Applying	Integrating	Innovating
3.1 Identifies and designs instruction appropriate to individual development, learning styles, culture, strengths, and needs.	Becomes familiar with students' strengths and needs.	Selects instruction with some consideration of students' stages of development, learning styles, and culture.	Uses many strategies and resources to accommodate students' diverse needs-- differentiating instruction, content and/or assessments based on learning needs, styles, strengths, and culture.	Considers cultural and racial issues when identifying and designing differentiated instruction.	Establishes a learning environment of Christian love and respect that employs learning strategies to ensure full participation and learning for all students.
3.2 Uses teaching approaches that are sensitive to individual learners and address how they learn and how they demonstrate what they have learned.	Demonstrates awareness of different learning and performance modes.	Delivers instruction that addresses both visual and auditory learners. Offers some choices for projects and performance modes.	Uses many strategies and resources to support students with different learning strengths and styles. Lessons demonstrate an awareness of multiple learning modalities.	Offers a wide range of opportunities for students to learn and demontrate learning. Consistently incorporates multiple learning modalities in lesson activities.	Engages students in identifying and utilizing their preferred learning modes. Expands learners' range of performance by providing varied modes of learning that students may individually select.
3.3 Makes appropriate provisions for individual students who have needs which require adaptations or accommodations.	Follows school procedures mandated for individual students with special needs.	Responds to parent and collegial requests for appropriate classroom provisions. May differentiate instruction for groups of students based on learning differences or needs.	Addresses individual students' unique learning and language development needs by varying the time and circumstances for work, tasks assigned, as well as communication and response modes.	Creates a highly accessible learning environment for all students.	Fosters student's understanding and respect for individuals with particular learning, language, and cultural differences.
3.4 Identifies when and how to access appropriate services or resources to meet exceptional learning needs.	Utilizes services and resources which are provided.	Seeks out information about how to access services for students with exceptional learning needs and talents.	Connects with resource personnel to provide appropriate services in a timely manner for learners with exceptional needs and talents.	Networks with colleagues and community to identify and provide external services for learners with exceptional needs and talents.	Provides leadership in identifying, organizing, and disseminating information about resources for students with exceptional learning needs and talents. Collaborates extensively with resource personnel.

STANDARD THREE: Christian teachers understand that individuals learn differently.

	Beginning	Emerging	Applying	Integrating	Innovating
3.5 Acknowledges multiple perspectives in the discussion of subject matter, including attention to students' personal, family, and community experiences, religious background, and cultural norms.	Communicates with families during organized school activities. Instruction may have some connection to students' experiences. Uses available materials and resources for academic lessons with some attention to students' experiences.	Initiates contact with families to create assignments that acknowledge family, culture, religious background, and community. Develops and gathers material to supplement available resources. Most lessons acknowledge multiple perspectives.	Draws explicit connections between subject matter and community, making assignments that can be related to students' experiences, religious background, and cultures. Encourages families to contribute to the classroom and the school. Develops lessons that incorporate students' family and community and cultural norms.	Uses a wide range of materials to access and build upon students' backgrounds in extending learning. Provides opportunities for students' families, cultures, and communities to actively participate in instructional activities.	Promotes school and community collaborations across multiple groups to create instruction connected to students' experiences. Designs challenging instruction which builds upon students' multiple perspectives and diversity.
3.6 Creates a learning community in which individual differences are respected.	Establishes rapport with individual students.	Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Encourages students to respect differences.	Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive and equitable learning community. Students participate in maintaining a respectful climate and may initiate creative solutions to conflicts.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD FOUR: Christian teachers know how to teach.

The teacher understands and uses a variety of instructional strategies to encourage learners' spiritual growth and the development of critical thinking, problem solving, and performance skills.

	Beginning	Emerging	Applying	Integrating	Innovating
4.1 Selects teaching strategies and materials to meet learner's needs and to achieve instructional purposes.	Chooses a few instructional strategies to achieve learning goals. Delivers instruction with available resources, technology, and materials.	Varies instruction to increase student participation selects strategies, resources, technology, and visuals with some consideration to students' developmental stages and interests.	Carefully evaluates how to achieve learning goals, utilizing a variety of teaching strategies, technologies, and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests.)	Uses a repertoire of strategies, technologies, and resources. Selects and differentiates methods, content and/or assessments to accommodate students' diverse needs.	Uses research based strategies appropriate to the learning goal in a manner that is consistent with its underlying theory and successfully achieves the learning outcomes.
4.2 Designs instruction that uses questioning to promote student engagement in a full range of thinking skills including activelearning, critical thinking, and problem solving.	Focuses questions on facts and key concepts to support learning of subject matter and Biblical truths.	Asks critical thinking questions to relate facts and key concepts of subject matter. Engages students in active learning opportunities that foster their spiritual growth and develop their performance of skills and knowledge.	Engages students through activities and questioning strategies that develop skills for identifying and understanding key concepts and issues. Supports all students in problem solving and critical thinking. Students are encouraged to identify and use learning resources related to spiritual growth and topics of study.	Engages students in analysis, evaluation and application of key concepts and facts through active learning opportunities that consider multiple perspectives in light of Biblical truth. Supports students to initiate problem posing, problem solving, and inquiry while utilizing appropriate resources.	Facilitates regular opportunities for students to design and implement inquiries and to utilize problem solving skills to analyze content and draw conclusions in the light of Biblical truth, considering multiple perspectives within and across subject matter.
4.3 Consistently monitors and adjusts strategies in response to learner feedback.	Follows lessons as planned.	Adjusts lessons based on informal assessment of student understanding and performance from previous lessons, having taken note of student confusion.	Monitors and adjusts strategies in response to learner feedback.	Anticipates learners needs, having modified lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence adjustments of strategies.	Supports students in monitoring, assessing, and communicating their own understanding.
4.4 Varies his or her role in the instructional process in relation to the content and purposes of instruction and the needs of learners.	Delivers lessons as planned.	Occasionally varies role between instructor and facilitator during an instructional process, depending on the activity's structure.	Considers learners' needs and instructional goals in choosing instructional role. Alternates between role of instructor, facilitator, coach, and audience member.	Regularly monitors and modifies role in instructional process. Values student input in constructing lessons and giving feedback to peers.	Embeds a variety of roles for all members of the classroom community, so that students may teach and learn.

	Beginning	Emerging	Applying	Integrating	Innovating
4.5 Develops various clear and accurate presentations of concepts and uses alternative explanations to assist learners' understanding.	Uses available materials and resources to present concepts. Shares material from one perspective. May offer alternative explanations in response to student confusion.	Seeks materials to present and represent concepts both clearly and accurately. Lesson plans allot resources and time for alternative explanations and diverse perspectives.	Develops a variety of clear, accurate presentations and representations of concepts. Uses alternative explanations to assist students' understanding. Presents a range of perspectives to foster critical thinking.	Embeds diverse representations of concepts into curriculum and classroom environment. Anticipates the need for alternative explanations that enhance learning. Many perspectives are integrated into instructional materials and program.	Engages students in creating clear and accurate representations of their understanding. Learners present, analyze, and defend diverse perspectives.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD FIVE: Christian teachers know how to create and maintain a Christian learning environment.

The teacher uses an understanding of the proper use of law and gospel as well as individual and group motivation and behavior to create a learning environment that promotes Christian living, self-discipline, positive social interaction, active engagement in learning, and self-motivation.

	Beginning	Emerging	Applying	Integrating	Innovating
5.1 Models and encourages Christian living in words and actions.	Plans devotions, spiritual studies, and prayers that properly use law and gospel and enhance students spiritual growth.	Develops devotional and scriptural studies in response to student spiritual needs and applies God's Word appropriately in classroom instruction.	Integrates spiritual studies and devotional themes into daily instruction and models appropriate use of God's Word to encourage, teach, and rebuke throughout the school day.	Actively develops student leadership in classroom devotional and spriritual studies and promotes opportunities to apply God's Word in the home, community and congregation.	Leads students to willingly display their faith beyond the classroom and actively participate in the worship life and ministry of the congregation.
5.2 Establishes an effective learning community in which students assume group- and self-responsibility, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities. Directs learning experiences through whole group and individual groups.	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities. Varies learning experiences to include work in large groups and small groups. Sometimes establishes small groups based on learning needs.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Relates individual and cooperative learning lessons to students' personal interests and learning needs. Allows students to have choices in their learning, and leads students to ask questions and pursue problems that are meaningful to them.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership. Aligns individual and cooperative group lessons with learning goals, student learning needs, interests, and student content standards.	Facilitates an environment in which students take imitative socially and academically. Promotes and supports student leadership in and beyond the classroom. Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.
5.3 Organizes, allocates, and manages resources (e.g. time, space, activities) to provide equitable engagement of students in productive tasks.	Creates and follows daily and yearly plans for student learning. Establishes basic procedures and organizational systems to support equitable student learning. Students are aware of the procedures.	Follows yearly plans to accomplish learning goals. Daily plans are consistent and maximize the school day. Develops and guides students to learn routines and procedures for resources of time, space and most activities.	Balances daily and yearly plans to accomplish learning goals and foster student enjoyment. Monitors compliance with routines and procedures that are appropriate for active and equitable engagement.	Shows flexibility in planning student achievement while also demonstrating respect for other class and school activities. Uses strategies to assist students in developing and maintaining equitable routines and procedures to manage time, space, and class activities.	Assists all students in developing ownership for internalized routines and procedures through plans that promote students' spiritual, physical, emotional, and intellectual growth.

	Beginning	Emerging	Applying	Integrating	Innovating
5.4 Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.	Communicates rules and consequences. Sometimes implements consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.	Establishes expectations and consequences for student responsibility. Responds appropriately to disruptive behavior and promotes (some) positive behavior applying Law and Gospel.	Uses strategies that prevent or lessen disruptive behavior and reinforces expectations for behavior based upon truths of God's Word . Monitors behavior while teaching and during student work time.	Has students participate in developing classroom rules. Equitably reinforces expectations and consequences, and supports students as they monitor their own and each other's behavior in the light of God's Word.	Facilitates a positive and Christ-centered environment in which students are guided to take a strong role in maintaining and monitoring behavior in response to God's love.
5.5 Establishes Christ-centered values and expectations that foster a positive classroom climate of openness, mutual respect, support, and inquiry.	Establishes rapport with individual students. Addresses some incidents of unfairness and disrespect.	Builds Christ-centered relationships with students. Models Christian relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to live in Christian love. Fosters an atmosphere conducive to inquiry.	Maintains caring, Christian, and suitable relationships with students. Supports students in developing skills to respond to inequity, disrespect and other sinful behavior.	Fosters a safe, inclusive and equitable Christ-centered learning community. Students participate in maintaining a climate of equity, caring, and respect and may initiate Christ-centered solutions to conflicts.
5.6 Analyzes the physical classroom environment and makes adjustments to enhance social relationships, motivation, engagement, and productive work.	Arranges room for teacher accessibility to or visibility of students. Room displays relate to faith and curriculum. Movement and access may be restricted by barriers.	Arranges and manages room for easy movement and access to resources. Room displays represent supremacy of God's Word as well as current topics of study	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities and represent the cultural backgrounds of students.	Designs and manages room and resources to accommodate students' needs, involvement in learning, and spiritual growth. Displays are integral to learning activities and represent and value diversity.	Uses total physical environment to promote individual and group faith and learning. Students contribute to the changing design of the environment.
5.7 Organizes, prepares, and monitors independent and group work for full and varied participation of all individuals.	Organizes the classroom for independent work. Occasionally assigns group projects.	Prepares students for independent work, and monitors progress. Structures group work regularly.	Creates a classroom environment in which students work independently and in groups. Introduces and sequences different grouping arrangements so that students may participate fully. Monitors progress and makes adjustments to ensure full and varied participation of all individuals.	Embeds different grouping structures in the classroom to promote student engagement. Selects either independent and/or group work based on students' diverse needs. Monitors and adjusts.	Involves students in assessing their participation in independent and group work, and making modifications when necessary.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD SIX: Christian teachers communicate effectively.

The teacher uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

	Beginning	Emerging	Applying	Integrating	Innovating
6.1 Models evangelical communication of God's Word.	Uses the Law and Gospel appropriately.	Integrates God's Word in content areas.	Encourages students to actively use God's Word in their daily lives and providing applicable examples.	God's Word is embedded throughout the curriculum, making connections to the students' lives, community and world.	Encourages learners to openly express the truths of God's Word through conversations, written expression and use of media.
6.2 Models effective communication skills and strategies in conveying ideas and information.	Conveys information and asks questions using communication strategies marked by accepted conventions of spelling, grammar, and punctuation.	Uses a variety of effective communication strategies and demonstrates sensitivity to verbal and nonverbal cues.	Interprets visual, aural, and kinesthetic cues to monitor the effects of verbal and nonverbal messages. Restates ideas, draws connections, and adjusts communication to achieve desired results.	Evaluates the effectiveness of different communication strategies in relation to learning goals and student needs.	Supports learners' ability to monitor and utilize effective communication, questioning, and presentation strategies.
6.3 Supports and expands learner expression in speaking, writing, and other media.	Implements required speaking and writing activities in the classroom.	Supports speaking, writing, and other media such as art, music, or technology.	Supports and expands learner expression in any/all of the following: speaking, writing, art, music, technology, dance, and other physical activities.	Diverse expressions of learning are aligned with learning goals. Monitors and adjusts opportunities based on student need.	Encourages students to propose and implement new expressions which are integrated into the curriculum.
6.4 Asks questions and fosters discussion in various ways for instructional purposes.	Asks factual recall and comprehension questions and helps students articulate their ideas during discussions.	Uses many questioning strategies to check for understanding and promote problem solving.	Probes for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.	Embeds questions and discussion into teaching. Chooses strategies based on diverse student needs and subject matter. Encourages students to utilize some strategies independently.	Fosters capacity for students to independently question and discuss course content with their peers.

STANDARD SIX: Christian teachers communicate effectively.

	Beginning	Emerging	Applying	Integrating	Innovating
6.5 Communicates in ways that demonstrate an understanding of cultural and gender differences.	Demonstrates sensitivity to dominant culture. Is aware of differences in the classroom.	Demonstrates awareness of linguistic and cultural differences.	Responds appropriately to cultural and gender differences in the use of eye contact, interpretation of body language and verbal statements. Acknowledges and responds to different modes of communication and participation. Demonstrates sensitivity to traditionally oppressed racial/cultural groups.	Links communication to classroom norms, as well as curricular themes and topics. Values and adds diverse cultural and gender perspectives.	Fosters a classroom environment in which students communicate in ways that are sensitive to cultural and gender differences.
6.6 Uses a variety of media communication tools to enrich learning opportunities.	Uses available media resources.	Uses media occasionally to enrich learning opportunities.	Chooses from a variety of tools, including audio-visual aids and computers, to enrich learning opportunities.	Links media communication tools to curriculum, content standards and student needs.	Works with colleagues to improve student access to media communication tools. Includes student use of media as instructional models for peers and colleagues.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD SEVEN: Christian teachers know how to plan a variety of effective lessons.

The teacher organizes and plans systematic instruction based upon knowledge of God's Word, curriculum goals, pedagogy, subject matter, learners, and the community.

	Beginning	Emerging	Applying	Integrating	Innovating
7.1 Selects and creates learning experiences that integrate God's Word and are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.	Reviews curriculum provided by colleagues. Selects prescribed and available materials to develop lessons with some spiritual elements.	Works as a member of a team to plan curriculum aligned with God's Word and with learning goals that are linked to students' interests and skills.	Plans experiences that activate students' prior knowledge, anticipates preconceptions, encourages exploration and problem solving, and builds new skills on those previously acquired. Works individually and as a member of a team to plan lessons that are relevant to learners and based on principles of effective instruction.	Elicits student involvement in creating learning experiences aligned with curriculum goals and integrated with Scriptural truths.	Analyzes and refines learning experiences with colleagues to enhance all students' success.
7.2 Plans for learning opportunities that recognize and address variation in learning styles and performance modes.	Plans lessons for all students with some attention to students' learning needs.	Modifies learning opportunities by gathering materials to supplement available resources. Acknowledges students' diverse learning styles and linguistic needs in most lessons.	Adjusts plans in advance to accommodate variations in most students' learning styles, preferred performance modes and cultural background.	Analyzes student work to plan differentiated instruction by modifying processes, products, or content. Plans for flexible groupings.	Plans from an extensive repertoire of strategies to ensure full participation of all students.
7.3 Creates lessons and activities to meet the developmental and individual needs of diverse learners.	Creates and develops lessons and activities using a few instructional strategies, applied only in whole-group instruction.	Individualizes instruction for some groups of students.	Differentiates instruction to meet the individual needs and learning styles of diverse learners and to help each student progress.	Develops lessons that challenge all students by offering choice and differentiation of method, process or product.	Embeds an instructional program in which students may fluidly move among levels based on performance and need.
7.4 Creates short and long-term plans that are linked to learners' needs and performance.	Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards.	Plans for daily and weekly lessons with attention to units, short-term goals, and student content standards.	Designs short- and long-term plans that organize and link goals with learning activities and student content standards. Adjusts plans to address students' progress and motivation.	Designs and sequences short and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.	Designs short- and long-term plans that are comprehensive and cohesive. Engages students in monitoring progress and adjusts plans to capitalize on motivation.
7.5 Demonstrates flexibility by responding to feedback and adapting plans to ensure progress and to capitalize on motivation.	Delivers lessons as planned.	Acknowledges unanticipated sources of input while maintaining long-range plans.	Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.	Anticipates new sources of input and adjusts plans to enhance program.	Invites and anticipates new input from students, parents, colleagues, as well as current events. Facilitates inclusion into daily activities when appropriate to learning goals.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD EIGHT: Christian teachers know how to assess student progress.

The teacher uses formal and informal assessment strategies to evaluate and promote the continuous spiritual, intellectual, social, emotional, and physical development of learners.

	Beginning	Emerging	Applying	Integrating	Innovating
8.1 Uses a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performance, and modify teaching and learning strategies.	Uses required assessments and one or two additional sources of information to evaluate student progress.	Administers several informal and formal assessments as the basis for modifying teaching and learning strategies.	Uses assessment tools to inform analysis of learners, evaluate progress and performances, as well as adjust teaching and learning strategies.	Selects from a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short- and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction for the benefit of continuous improvement and meaningful contribution to the school assessment program.
8.2 Gathers and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.	Assigns and evaluates work. Refers to school-mandated information from students, parents, and colleagues.	Requests and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves to develop instructional strategies.	Applies data about students' history, needs, and progress to ongoing efforts to enhance and improve student learning.	Researches and implements new tools for assessing student data from a variety of sources to enhance learning activities.	Designs new tools for assessing student progress and shares these tools with others to improve student learning throughout the school.
8.3 Engages learners in self-assessment activities to develop awareness of their strengths and weaknesses and to set personal goals for learning.	Checks and monitors work. Communicates student progress through school-mandated procedures.	Provides students with feedback on work in progress, as well as completed tasks. There is some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work. Encourages learners to set personal goals.	Embeds student self-assessment and reflection into the learning activities. Students engage in some peer-assessment against criteria.	Engages all students in self- and peer- assessment and in monitoring their progress and goals over time.
8.4 Continuously evaluates the effect of class instruction on both individuals and the class as a whole.	Administers required assessments. Recognizes student misunderstanding and reteaches material using the same technique.	Uses information from some measures to assess individuals. Checks for understanding with a few students while teaching and addresses misunderstanding.	Administers formal and informal assessments to evaluate individual and group progress. Regularly gathers information through observation of classroom interactions, questioning, and analysis of student work.	Includes assessments as a regular part of instruction to plan and revise lessons. Differentiate during the lesson to meet all students' learning needs.	Implements a wide range of assessment to guide planning and make adjustments to teaching.

	Beginning	Emerging	Applying	Integrating	Innovating
8.5 Monitors teaching strategies in relation to student success, modifying plans and instructional approaches accordingly.	Implements planned lessons. May alter instruction based on student confusion or time constraints.	Modifies lessons based on checking for understanding with a few students.	Uses several strategies to assess student success during the lesson. Regularly checks for understanding from a wide variety of students. Adapts plans to adjust for instructional needs.	Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Checks for understanding in a number of ways during instruction and is able to modify and redesign lessons as needed.
8.6 Evaluates and modifies assessment processes to ensure alignment with instructional objectives.	Uses the results of assessment to recognize areas of student confusion; primarily uses the same techniques for reteaching and retesting	Uses information from assessments to plan instructional activities; incorporates methods to check for understanding of objectives and attainment of expectations.	Develops plans for and uses a variety of assessments to plan instruction based on the learning needs of most students; regularly checks for understanding of instructional objectives and modifies instruction to meet needs.	Includes assessments as a regular aspect of instructional planning and aligns that assessment with specific methodology that enhances the instruction according to the needs of the learner and the nature of the content.	Designs and researches for a wide repertoire of assessments to guide planning and make adjustments to teaching; embeds opportunities for teacher and learner self assessment of growth; uses that information to modify, redesign, and refocus lessons to meet objectives and advance learning.
8.7 Maintains useful records of student work and performance, provides meaningful feedback to learners, and communicates student progress knowledgeably and responsibly to parents and colleagues.	Maintains records of student work. Provides students, parents, and other colleagues with information about student progress through school-mandated procedures.	Shares information with students about their current work and performance as they engage in learning activities. Families and support personnel are contacted as needed.	Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel. Utilizes school-based indicators.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and other colleagues.	Involves students, families, and other colleagues as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD NINE: Christian teachers know how to grow spiritually and professionally.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others in the learning community, and who actively seeks out opportunities to grow.

	Beginning	Emerging	Applying	Integrating	Innovating
9.1 Studies the Scriptures diligently in personal, small-group and corporate settings.	Attends worship services regularly. Plans for daily devotional time.	Grows and exercises faith by diligent reading of and reflecting in God's Word. Prays for increased knowledge and understanding of God's Truths.	Applies Scriptural insights to teaching and learning. Carries God's Word in the heart by memorizing treasured portions.	Develops Biblically sound materials for use in own classroom setting as well as others.	Creates Bible studies for small groups. Leads Bible discussions as God allows and encourages.
9.2 Uses observation and research to reflect on, experiment with, and revise practice.	Delivers lessons as planned. Informally reflects on class content and student behavior.	Experiments with new teaching strategies based on evidence from students and their work. Utilizes feedback from colleagues and some self-reflection to revise curriculum.	Uses multiple measures to reflect on the relationship between teaching and learning. Experiments with revising practice and reflects on impact with colleagues.	Analyzes and reflects on teaching and learning based on regularly gathered evidence. Modifies practice accordingly. Adapts research and professional literature to own classroom setting.	Integrates experimentation, data analysis, and reflection into daily practice. Leads school-wide collaborative efforts to reflect on classroom practice and analyze student work.
9.3 Engages in planned development as a learner and a teacher	Explores readily available material and resources. Confers informally with colleagues.	Gathers material to supplement instructional program. Plans for opportunities to utilize resources. Networks and/or plans with colleagues occasionally.	Participates in professional growth opportunities by reading, collaborating, and attending teacher development activities.	Selectively focuses on materials to deepen practice. Commits to ongoing collaborative relationships with colleagues. Embeds professional growth into daily routine.	Contributes to the professional growth of colleagues by speaking publicly, writing for professional journals, and/or organizing staff development opportunities.
9.4 Collaborates with colleagues and support professionals by actively sharing experiences, seeking input, and providing feedback.	Confers informally with colleagues during organized school events.	Participates in problem solving with colleagues. Seeks and gives feedback occasionally.	Seeks out professional colleagues within the school and other professional arenas as supports for reflection, problem solving and new ideas, actively sharing experiences and seeking and giving feedback.	Utilizes reflection and problem solving to improve classroom practice. Integrates other professional arenas into identity as a teacher.	Leads school-wide efforts to embed reflection and collaboration into professional life of all teachers. Contributes to professional activities within and outside the campus.

Based On the New Teacher Center Continuum of Teacher Development, 2009.

STANDARD TEN: Christian teachers are connected with colleagues and the community.

The teacher acts ethically and with Christian integrity to foster relationships with colleagues, other education professionals, families, the congregation, and the community to support student learning and well-being.

	Beginning	Emerging	Applying	Integrating	Innovating
10.1 Participates in collegial activities designed to make the entire school a productive learning environment.	Attends mandated school activities. Establishes positive working relationships with colleagues. Meets with parents during scheduled times.	Expands positive working relationships with colleagues, parents, and support staff. Responds to collegial suggestions and initiatives. Collaborates with colleagues to plan curriculum, coordinate resources, and problem solve.	Focuses with colleagues on creating a safe, engaging, and effective school. Communicates with parents regarding classroom activities and student progress on a regular basis.	Engages school staff in dialogue and reflection in support of student learning, parent/community involvement, and teacher growth.	Creates opportunities for staff to support learning for all students. Leads and contributes to the professional development of other educators.
10.2 Establishes beneficial links with the learners' external environments.	Responds to inquiries about individual students. Initiates contact due to classroom challenges. Participates in scheduled collegial conversations.	Initiates contact with parents, counselors, pastors, and colleagues to share information and problem solve.	Consults with parents, counselors, pastors, other teachers, and professionals in other community agencies to support students' learning and well-being. Is familiar with the students' community and cultural activities.	Includes parents, counselors, pastors, colleagues, and community-based professionals in communication on behalf of all learners. Extends support of learners out into the community.	Develops and contributes to networks for collaboration among learners, parents, counselors, pastors, colleagues, and professionals in other community agencies.
10.3 Identifies and uses congregational and community resources to foster student learning and well-being.	Uses readily available resources as part of instruction.	Finds congregational and community resources to support lessons and engage learners.	Chooses congregational and community resources to support learner engagement, understanding, and achievement.	Uses a variety of congregational and community resources to deepen all student learning. Involves students in congregational and community-based learning and problem solving.	Uses multiple assessments to determine appropriate resources. Sustains entire school connections with these resources.
10.4 Establishes respectful and productive relationships with families from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.	Communicates with families at reporting periods and school events. Recognizes the role of the family in student learning. Alerts parents and guardians to problems.	Shares learner progress and classroom activities. Invites family participation. Respects family backgrounds and their role in student learning.	Establishes classroom partnerships with families which support student learning and well-being. Seeks to develop cooperative and ongoing partnerships.	Structures ongoing classroom partnerships with all families which support student learning and well-being. Extends support and communication to families by meeting with resource personnel in the community and families in their homes as appropriate.	Engages families in respectful, ongoing, productive and two-way communication in support of learner success. Structures a wide range of opportunities for families to contribute to home, school, and community.

STANDARD TEN: Christian teachers are connected with colleagues and the community.

	Beginning	Emerging	Applying	Integrating	Innovating
10.5 Talks with and listens to the student, is sensitive and responsive to signs of distress, investigates situations, and seeks appropriate professional services.	Responds to learner emergencies using school procedures and resources. Seeks information and solutions from colleagues.	Forms positive relationships with learners. Guides learners towards appropriate services. Recognizes crises and seeks appropriate resources.	Creates classroom processes which foster supportive relationships and ongoing communication and conflict resolution among learners. Available and responsive to students. Directs and refers learners to outside help as needed.	Alleviates learner distress by creating a caring community within and beyond the classroom. Fosters learners' ability to enlist support from outside help including the congregation at large.	Creates school-wide opportunities for learners to develop self-esteem and leadership skills. Actively promote learner well-being. Serves as a model and resource for colleagues.
10.6 Advocates actively for students.	Builds relationships with students. Seeks outside help for addressing challenges faced by students.	Responds to learners' cues of distress. Seeks outside help to remedy problems.	Advocates for learner well-being, including prevention and intervention strategies in classroom practices.	Engages learners in understanding both causes and possible solutions to challenging conditions. Integrates outside resources into classroom programs.	Supports learner leadership and advocates for systemic and institutional responses to prevent and remedy challenging conditions. Advocates for learners by examining bias in school curriculum as well as exploring institutionalized inequities.

Based On the New Teacher Center Continuum of Teacher Development, 2009.