



GUAM TEACHER PROFESSIONAL STANDARDS

Adopted by the Guam Education Policy Board on July 26, 2006
Implementation Date: School Year 2007-2008



STANDARD 1: PLANNING

A teacher will plan based upon knowledge of subject matter, students, the community, and curriculum goals.

- 1.1 **Demonstrates** subject area competency in the content area(s) assigned.
- 1.2 **Assesses** individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral and physical).
- 1.3 **Selects, creates, and evaluates** relevant learning experiences to include long and short term goals to address curriculum standards.
- 1.4 **Plans** lessons and activities that are aligned with the district's adopted curriculum recognizing the needs, learning styles and performance of diverse learners.
- 1.5 **Uses** appropriate school and community resources that support learning.
- 1.6 **Demonstrates** an understanding of technology operation and concepts.

STANDARD 2: INSTRUCTION

A teacher will deliver accurate content while involving students in learning activities.

- 2.1 **Demonstrates** core content knowledge to effectively maximize student learning outcomes.
- 2.2 **Selects** alternative teaching strategies, materials, and technology to develop students' higher-order thinking skills and creativity, achieve multiple instructional purposes, and to meet the diverse needs of students.
- 2.3 **Engages** students in active learning that promotes critical thinking, problem solving, and competence.
- 2.4 **Understands and applies** the social, ethical, legal, and human issues surrounding the use of technology and other resources.
- 2.5 **Creates** interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry across content areas.
- 2.6 **Connects** instruction to students' prior experiences with family, culture, community and real-world applications.
- 2.7 **Models** effective communication strategies in conveying ideas and clarifying information (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
- 2.8 **Uses** a variety of assessment techniques to enhance knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies (e.g., observation, student portfolios and assessments, rubrics, educator-made tests, performance tasks, projects, peer assessment, and standardized tests).
- 2.9 **Maintains** complete records of student work and performance and communicates student progress responsibly to students, parents/guardians, and colleagues.
- 2.10 **Communicates and interacts** with students and is responsive to student needs.

STANDARD 3: MANAGEMENT

A teacher will organize learning environments and maintain appropriate student behavior.

- 3.1 **Demonstrates** constructive use of time, space, resources and activities for instruction.
- 3.2 **Creates** a positive learning environment that encourages active student participation.
- 3.3 **Engages** students in meaningful learning activities
- 3.4 **Manages** resources within the context of learning activities using current research and technology.

STANDARD 4: REFLECTION AND PROFESSIONAL DEVELOPMENT

A teacher will enhance their capacity to improve student achievement through reflective practices and participation in professional development.

- 4.1 **Uses** classroom observation, pertinent information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflection and revision.
- 4.2 **Networks** with professionals, uses professional literature and other resources for self development.
- 4.3 **Demonstrates** a commitment to continued professional growth to improve student learning.
- 4.4 **Demonstrates** a commitment to continued professional growth in educational leadership skills.

STANDARD 5: LEARNING COMMUNITIES

A teacher will collaborate with colleagues, parents/guardians and community members to improve student learning.

- 5.1 **Collaborates** with stakeholders in addressing school curriculum, instruction, and assessment issues.
- 5.2 **Uses** multiple approaches to establish proactive, on-going relationships with parents/guardians and other stakeholders in order to enhance student learning.
- 5.3 **Identifies and collaborates** with school personnel and utilizes community resources to help students reach their full potential.
- 5.4 **Participates** in activities designed to make the entire school a productive learning environment through teamwork/teambuilding.
- 5.5 **Communicates and interacts** with community resources to address school needs.
- 5.6 **Communicates and collaborates** with peers, parents/guardians, and the larger community using appropriate means in order to nurture student learning.