

PELSB DRAFT 4 – Standards of Effective Practice

Standard 1. Student Learning.

A teacher must not only have subject-matter expertise, but also the knowledge and skills specific to how students learn. Standards 1(A) through 1(H) represent the various ways students may learn and builds off of the understanding that students have unique identities and assets that should be used as a tool for learning and engagement.

Standards 1(I) through 1(N) address learner differences (this is encompassed by the current standard called “Diverse Learners” within subpart 4). Many of the concepts captured by the proposed standards, including trauma and mental health, were identified by stakeholders as key areas that needed to be included in the updated standards as they are absent in the current standards.

Standard 2. Learning Environments.

Students learn best in classrooms and school environments where they feel safe, supported, and engaged. Furthermore, research has shown that elements of student identity, such as race and culture, have a measurable impact on student perceptions of school climate and learning environment. Standard 2 includes a number of sub-standards identifying the key knowledge and skills a teacher must embody in order to create and maintain an environment that allows all students to learn and thrive.

Standards 2(A) and 2(D) address the teacher’s understanding and ability to incorporate student identity within the classroom environment. Standards 2(B) and 2(F) focuses on the teacher’s ability to manage the learning environment. Standard 2(C) addresses the teacher’s ability to create a safe, positive learning environment for all students in an effort to prevent and appropriately respond to student behavior concerns. Finally, Standard 2(E) addresses the teacher’s ability to support students as they process bias, discrimination, and other equities.

Standard 3. Assessment.

A teacher must understand and know how to use assessment data to “understand each learner’s progress, plan and adjust instruction, provide feedback to learnings, and document learner progress against standards.” Standard 3 seeks to build off the current Standards of Effective Practice specific to assessment by including requirements that the teacher understand how to identify and use various assessments, while identifying individual needs, with the purposes of monitoring student progress.

Standards 3(A), 3(B), 3(C), and 3(H) address the teacher’s foundational understanding of assessments, including how bias can impact assessment data and how to take into consideration the impact of a student’s disability, methods of communication, culture, and language, when preparing for an assessment or analyzing data. Standards 3(D) and 3(E) focus on the teacher’s ability to communicate student progress. Standard 3(F) addresses a teacher’s ability to use assessments (of various forms) in order to track student learning, modify instruction, and use the findings to support individual students.

Finally, Standard 3(G) focuses on the teacher’s ability to analyze and use assessment data in order to improve teaching.

Standard 4. Planning for Instruction.

The sub-standards within Standard 4 represent a teacher’s ability to plan and manage instruction based on knowledge of the subject matter, their students, the community, and curriculum goals, including the ability to select culturally-relevant resources, materials, and technologies, and implement appropriate accommodations. Standards 4(A), 4(B), 4(C), 4(G), and 4(I) address the knowledge and skills required to plan instruction aligned to academic standards and the ability to use technology, prior student knowledge and experiences, and culture as part of one’s instruction. Standards 4(D), 4(E), and 4(F) address the teacher’s ability to use and build-off student experiences and identities to make instruction individualized, relevant,

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and meaningful (and therefore, increasing achievement outcomes). Finally, Standard 4(H) addresses the teacher's ability to create opportunities for students to learn about systems of oppression and apply these lessons in order to eliminate historical and contemporary injustices.

Standard 5. Instructional Strategies.

The sub-standards within Standard 5 address the necessity for a teacher to understand and use a variety of instructional strategies to encourage student understanding of the content. Research has shown how student achievement increases when the teacher has cultural competency in the cultures of their students and designs activities which build upon the cultural and linguistic strengths of their students. Therefore, many of the sub-standards highlight the importance of drawing on student community, language, and identity as a foundational competent of implementing various instructional strategies.

Standards 5(B), 5(C), 5(E), 5(F) 5(G), 5(I), and 5(J) address the teacher's ability to design and implement different learning opportunities to support student learning and skills, critical thinking, and problem solving. Standards 5(A), 5(D), and 5(H) address the teacher's ability to use a student's culture and language to make learning more relevant and meaningful and to encourage critical thinking about race and culture. Finally, Standard 5(K) focuses on the teacher's ability to foster social-emotional learning, which has been shown to help student learn to be caring, civil, problem-solve; value excellence; and academically achieve.

Standard 6. Professional Responsibilities.

The sub-standards within Standard 6 represent the overarching legal and ethical responsibilities specific to the profession of teaching. Standards 6(A), 6(B), and 6(I) address the foundational policies that all teacher must know and understand in order to ensure student rights are protected. Standards 6(C) and 6(D) address the teacher's understanding of the historical foundations of education, including the way that federal and state governments have undermined the ability for all children to obtain a high quality education. Finally, Standards 6(E), 6(F), 6(G), 6(H), and 6(J) ensure all teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 7. Collaboration and Leadership.

The sub-standards in Standard 7 address the teacher's ability to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, as well as the teacher's ability to seek appropriate leadership roles and opportunities to advance the profession. Standards 7(A), 7(B), and 7(C) address the teacher's knowledge of and ability to effectively collaborate. Standards 7(D) and 7(E) address the teacher's ability to critically assess curriculum and school practices in order to ensure all students are represented and supported. Finally, Standard 7(F) addresses the teacher's understanding of leadership models and ability to advocate for their students, school, their community, and profession.

Standard 8. Racial Consciousness and Reflection.

In order to understand and implement culturally-responsive pedagogy, a teacher must have a foundational understanding of how race and racism are embedded in our institutions and everyday life. The sub-standards within Standard 8 represent the foundational knowledge and skills all teachers must embody in order to effectively teach all of Minnesota's students. These standards are built upon established theories in sociology, ethnic studies, and history, and were prepared in collaboration with hundreds of stakeholders. Standards 8(A) through 8(D) address the different theories and concepts that a teacher must understand in order to have the awareness and ability to talk about race and racism. Standards 8(E) through 8(G) focus on how race in the United States has impacted different peoples and how discrimination and privilege can be exacerbated when also considering an individuals' class, gender, sexuality, religion, national origin, immigration status, language, ability, and/or age.