Alaska’s professional content and performance standards for teachers, administrators, and beginning teachers can be found in Alaska’s Administrative Code, 4 AAC 04.200.

(a) The provision contained in subsections (b), (c), (e) and (f) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs within each of those subsections describe the content standards for teachers, and for teachers who are administrators, as applicable. The subparagraphs within those paragraphs identify performance standards upon which districts shall base district performance standards.

## **Teacher Standards**

(b) The following content and performance standards apply to a teacher:

(1) A 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) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A 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) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

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

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

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

(C) applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

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

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas and to practical situations encountered outside the school; and

(E) staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

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

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations;

(C) creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

(D) organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A 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 stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

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

(A) promoting and maintaining regular and meaningful communication between the classroom and students' families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

(D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and

(E) involving parents and families in setting and monitoring student learning goals.

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

(A) maintaining a high standard of professional ethics;

(B) maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;

(C) engaging in instructional development activities to improve or update classroom, school, or district programs; and

(D) communicating, working cooperatively, and developing professional relationships with colleagues.

### **Administrator Standards**

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to a teacher who is an administrator in the public schools:

(1) An administrator provides leadership for an educational organization. Performances that reflect attainment of this standard include

(A) working with and through individuals and groups;

(B) facilitating teamwork and collegiality, including treating staff as professionals;

(C) providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;

(D) focusing on high priority issues related to student learning and staff competence;

(E) recognizing and acknowledging outstanding performance;

(F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;

(G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;

(H) taking action to carry out plans and accomplish goals; and

(I) maintaining the administrator's own professional goals.

(2) An administrator guides instruction and supports an effective learning environment. Performances that reflect attainment of this standard include

(A) supporting the development of a school-wide climate of high expectations for student learning and staff performance;

(B) ensuring that effective instructional methods are in use;

(C) maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;

(D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and

(E) facilitating the establishment of effective learning environments.

(3) An administrator oversees the implementation of curriculum. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;

(B) interpreting school district curricula in terms of school-level organization and program;

(C) facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and

(D) monitoring social and technological developments as they affect curriculum.

(4) An administrator coordinates services that support student growth and development. Performances that reflect attainment of this standard include

(A) implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;

(B) providing for student guidance, counseling, and auxiliary services;

(C) coordinating outreach for students, staff and school programs, community organizations, agencies and services;

(D) being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;

(E) supporting the development and use of programs that connect schooling with plans for adult life; and

(F) supporting the development and overseeing the implementation of a comprehensive program of student activities.

(5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include

(A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;

(B) working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;

(C) evaluating staff for the purpose of making recommendations about retention and promotion; and

(D) participating in the hiring of new staff based upon needs of the school and district priorities.

(6) An administrator uses assessment and evaluation information about students, staff, and the community in making decisions. Performances that reflect attainment of this standard include

(A) developing tools and processes to gather needed information from students, staff, and the community;

(B) using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

(C) interpreting assessment information and evaluations for others; and

(D) relating programs to desired standards or goals.

(7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include

(A) communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;

(B) obtaining and using feedback to communicate more effectively;

(C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and

(D) communicating a positive image of the school in the community.

(8) An administrator acts in accordance with established laws, policies, procedures, and good business practices. Performances that reflect attainment of this standard include

(A) acting in accordance with federal and state statutes, regulations, and other law;

(B) working within local policy, procedures, and directives; and

(C) administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

(9) An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities. Performances that reflect attainment of this standard include

(A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;

(B) identifying relationships between public policy and education;

(C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;

(D) engaging in and supporting efforts to affect public policy to promote quality education for students;

(E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and

(F) enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

(10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;

(B) ensuring that teachers and staff engage parents and families in assisting student learning;

(C) maintaining a school or program climate that welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decision-making.

#### **Beginning Teacher Standards**

(e) The content and performance standards that apply to a beginning teacher for purposes of completion of a teacher preparation program include the standards described in the *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools*, published by the Alaska Native Knowledge Network, revised as of February 2, 1999, and adopted by reference, and the following:

(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,](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'4+aac+06!2E712'%5d/doc/%7b@1%7d?firsthit) and state standards-based assessments under 4 AAC [06.737;](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'4+aac+06!2E737'%5d/doc/%7b@1%7d?firsthit)

(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](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'4+aac+04!2E180'%5d/doc/%7b@1%7d?firsthit) 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;](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'4+aac+04!2E150'%5d/doc/%7b@1%7d?firsthit) 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;](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'4+aac+04!2E150'%5d/doc/%7b@1%7d?firsthit)

(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](http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://wwwjnu01.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=%5bJUMP:'20+aac+10!2E020'%5d/doc/%7b@1%7d?firsthit) (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.

##### **Cultural Standards for Educators**

(f) The following cultural standards for educators apply to a teacher, including a teacher who is an administrator or a special service provider:

(1) a culturally-responsive educator incorporates local ways of knowing and teaching in the educator's work;

(2) a culturally-responsive educator uses the local environment and community resources on a regular basis to link what the educator is teaching to the everyday lives of the students;

(3) a culturally-responsive educator works closely with parents to achieve a high level of complementary educational expectations between home and school;

(4) a culturally-responsive educator recognizes the full educational potential of each student and provides the challenges necessary for the student to achieve that potential.