

THE OHIO STANDARDS FOR THE TEACHING PROFESSION: Alignments to the CHUH Framework

Standard Number	Teacher Standard	CHUH Framework
1	Students: Teachers understand student learning and development, and respect the diversity of the students they teach.	
1.1	Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	1B – Demonstrating Knowledge of Students
1.2	Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students	1B – Demonstrating Knowledge of Students 1E – Designing Coherent Instruction 3C – Engaging Students in Learning
1.3	Teachers expect that all students will achieve to their full potential.	1C – Setting Instructional Outcomes 1E – Designing Coherent Instruction 2B – Establishing a Culture for Learning
1.4	Teachers model respect for students' diverse cultures, language skills and experiences.	1B – Demonstrating Knowledge of Students 2A – Creating an Environment of Respect and Rapport
1.5	Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.	1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1E – Designing Coherent Instruction 3B – Using Questioning and Discussion Techniques 3C – Engaging Students in Learning 3E – Demonstrating Flexibility and Responsiveness

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2	Content: Teachers know and understand the content area for which they have instructional responsibility.	
2.1	Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	1A – Demonstrating Knowledge of Content and Pedagogy 1C – Setting Instructional Outcomes 1E – Designing Coherent Instruction
2.2	Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	1A – Demonstrating Knowledge of Content and Pedagogy 3A – Communicating with Students 3B – Using Questioning and Discussion Techniques 3C – Engaging Students in Learning 3E – Demonstrating Flexibility and Responsiveness
2.3	Teachers understand school and district curriculum priorities and the Ohio academic content standards.	1A – Demonstrating Knowledge of Content and Pedagogy
2.4	Teachers understand the relationship of knowledge within the content area to other content areas.	1C – Setting Instructional Outcomes 1E – Designing Coherent Instruction
2.5	Teachers connect content to relevant life experiences and career opportunities.	1A – Demonstrating Knowledge of Content and Pedagogy 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources
3	Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.	
3.1	Teachers are knowledgeable about assessment types, their purposes and the data they generate.	1F – Designing Student Assessments 3D – Using Assessment in Instruction
3.2	Teachers select, develop and use variety of diagnostic, formative and summative assessments.	1F – Designing Student Assessments 3D – Using Assessment in Instruction

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3.3	Teachers analyze data to monitor student progress and learning to plan, differentiate and modify instruction.	1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1F – Designing Student Assessment 3D – Using Assessment in Instruction
3.4	Teachers collaborate and communicate student progress with students, parents and colleagues.	4C – Communicating with Families
3.5	Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	1F – Designing Student Assessments 3D – Using Assessment in Instruction
4	Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.	
4.1	Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	1A – Demonstrating Knowledge of Content and Pedagogy, 1C – Setting Instructional Outcomes
4.2	Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 3D – Using Assessment in Instruction
4.3	Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.	1E – Designing Coherent Instruction 2B – Establishing a Culture for Learning 3A – Communicating with Students
4.4	Teachers apply knowledge of how students think and learn to instructional design and delivery.	1E – Designing Coherent Instruction 3A – Communicating with Students 3C – Engaging Students in Learning

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4.5	Teachers differentiate instruction to support the learning needs of all students; including students identified as gifted, students with disabilities and at risk students.	1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 2B – Establishing a Culture for Learning 3B – Using Questioning and Discussion Techniques
4.6	Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	1C – Setting Instructional Outcomes 2B – Establishing a Culture for Learning 3B – Using Questioning and Discussion Techniques 3C – Engaging Students in Learning
4.7	Teachers use resources effectively, including technology, to enhance student learning.	1D – Demonstrating Knowledge of Resources 4B – Maintaining Accurate Records 4G – Utilizing Technology
5	Learning Environment: Teachers create learning environment that promote high levels of learning and achievement for all students.	
5.1	Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	2A – Creating an Environment of Respect and Rapport
5.2	Teachers create an environment that is physically and emotionally safe.	2A – Creating an Environment of Respect and Rapport 2E – Organizing Physical Space
5.3	Teachers motivate students to work productively and assume responsibility for their own learning.	2B – Establishing a Culture for Learning 3E – Demonstrating Flexibility and Responsiveness
5.4	Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	2B – Establishing a Culture for Learning 2C – Managing Classroom Procedures

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5.5	Teachers maintain an environment that is conducive to learning for all students.	2B – Establishing a Culture for Learning 2D – Managing Student Behavior 2E – Organizing Physical Space
6	Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.	
6.1	Teachers communicate clearly and effectively.	3A – Communicating with Students
6.2	Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	4B – Maintaining Accurate Records 4C – Communicating with Families 4G – Utilizing Technology
6.3	Teachers collaborate effectively with other teachers, administrators and school and district staff.	4A – Reflecting and Teaching 4D – Participating in a Professional Community 4E – Growing and Developing Professionally
6.4	Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	4F – Showing Professionalism
7	Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.	
7.1	Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	4F – Showing Professionalism
7.2	Teachers take responsibility for engaging in continuous, purposeful professional development.	4E – Growing and Developing Professionally

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7.3	Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	4D – Participating in a Professional Community 4E – Growing and Developing Professionally 4F – Showing Professionalism