

Policy Title: **PEER EDUCATORS I-IV / IDPH Lead instructors**

No. P - 7

Board approval: 5/11/23

Effective: 5/11/23

Supersedes: 9/12/19

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I. **Definitions**

- A. **Scope of practice**—*Defined parameters of various duties or services that may be provided by a person with specific credentials. Whether regulated by rule, statute, or court decision, it represents the limits of services a person may legally perform. Since the legal authority to practice can be obtained only from the State, the State licensure process provides a means for States to stop unlawful practice by unlicensed people. This affords title protection to EMS personnel that comply with State regulations, and protection of the public from people who have not met minimum standards. (National EMS Scope of Practice Model)*
- B. A person may only perform a skill **or role** for which that person is:
1. **EDUCATED** (has been trained to perform the skill or role), **AND**
  2. **CERTIFIED** (has demonstrated competence in the skill or role), **AND**
  3. **LICENSED** (has legal authority issued by the State to perform the skill or role), **AND**
  4. **CREDENTIALLED** (has been authorized by EMS MD to perform the skill or role). (National EMS Scope of Practice Model)

II. **Policy**

- A. An EMS education program shall only be conducted by an EMS System or an academic institution under the direction of the EMS System. The EMS MD shall attest on the application form that the education program will be conducted according to the national EMS education standards, including modifications required by the Department (IDPH). Oversight, quality assessment and performance improvement and outcome measurement for all EMS education programs shall be the responsibility of the EMS MD and the EMS System Coordinator, with cooperation of the educational institution/program and lead instructors (EMS Rules Section 515.500; 515.520)
- B. *All education, training and CE courses for EMT, EMT-I, A-EMT, Paramedic, PHRN, ECRN, EMR and EMD shall be coordinated by at least one approved Illinois EMS Lead Instructor. A program that includes education, training or CE for more than one type of EMS Personnel may use one EMS LI to coordinate the program. A single EMS LI may simultaneously coordinate more than one program or course. (Section 3.65(b)(5) of the Act); [Section 515.700 EMS Lead Instructor](#) Amended at 42 Ill. Reg. 17632, effective September 20, 2018)*
- C. All NWC EMSS personnel shall be taught, tested, and/or have competency measured by qualified and competent educators using evidence-based content and methods of instruction that foster mutual respect and an active learning environment. **Definitions of competency:**
1. The measurable and observable knowledge, skills, ability and behaviors that a person demonstrates in order to perform responsibilities correctly and skillfully.
  2. The application of knowledge and the interpersonal, decision-making, and psychomotor skills expected for the practice role.

II. **POSITION DESCRIPTION: PEER EDUCATOR**

- A. A **Peer Educator** is a member of the NWC EMSS who has delegated authority from the EMS MD to conduct approved EMS instruction, skill competency assessments; agency-sponsored EMS-related education that requires an IDPH site code, assist with or teach Instation CE classes or conduct entry-level EMS courses based on their credentials and level of approval.

This designation is NOT necessary for an educator who holds specialty knowledge and/or credentials to teach/monitor/assess competency in CPR (AHA), specialty rescue, extrication; annual blood borne pathogens (DICO), hazardous materials, etc. from a nationally approved organization and or teach ePCR documentation using the System–approved software.

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- B. **Levels of approval:** Each level is cumulative and builds on the one before – See Table.
1. **Peer I: BLS skills** – EMT or PM class and agency preceptors who teach and/or assess competency of BLS skills/interventions included in the National EMS Scope of Practice Model and Education Standards as adopted by the State of Illinois, Region IX, and the NWC EMSS as delegated by the EMS MD or his designee under the supervision of a LI and in compliance with the NWC EMSS SOPs, Policy and Procedure Manuals, and System memos.
  2. **Peer II: ALS skills** – PM class and agency preceptors who teach and/or assess competency of ALS skills/interventions included in the National EMS Scope of Practice Model and Education Standards as adopted by the State of Illinois, Region IX, and the NWC EMSS and as delegated by the EMS MD or his designee under the supervision of a LI and in compliance with the NWC EMSS SOPs, Policy and Procedure Manuals and System memos. For example, this level of credentialing is required for the following:
    - a. Agency educators authorized to conduct System quarterly advanced airway competencies and/or agency-conducted ALS skills reviews
    - b. Agency educators authorized to assist with ALS skills/simulations or scenarios during in-station classes
    - c. Agency educators authorized to teach and competency System members on new ALS skills using materials prepared by the Resource Hospital
    - d. PM student Field preceptors must be approved as at least a Peer II educator in addition to meeting Field Preceptor status (eff. Fall 2019 class). There is no requirement for all Peer II educators to become Field Preceptors. Field Preceptors have qualifications and education requirements specified by CoAEMSP that are listed in the Field Preceptor policy.
  3. **Peer III:** May plan, organize, implement and evaluate System-approved entry level EMT and paramedic classes, agency-sponsored EMS-related CE requiring an IDPH site code that supplements the In-station CE Program, and assist with System entry labs within their professional scope of practice and as approved by the EMS MD. See table for full details.
  4. **Peer IV: RN with LI credentials: Instation CE educator; ECRN course LI.** This level is also strongly recommended for entry level paramedic class LI. See table.

### III. Peer Educator Practice Expectations

- A. Peer educators are valued instructors and are expected to serve as role models characterizing best practice standards of excellence for their level of licensure. They must demonstrate core competencies that are the cornerstones of high quality learning experiences. These include but may not be limited to the ability to accurately teach, assess, and evaluate participants in all domains of learning within their scope of practice and span of authority and provide effective feedback on performance.

#### They shall also:

- B. Demonstrate cultural humility and the ability to embrace student diversity in all forms without implicit or explicit bias or discrimination.
- C. Accurately and effectively communicate with students and colleagues with many different experiences, ages, levels of education and literacy so learners effectively apply the content and principles contained in the National, State, and NWC EMS System standards of practice. This also includes maintaining effective communication with the Resource Hospital staff overseeing the education.
- D. Effectively quantify objective achievement and measure performance against System standards of practice.
- E. Document the CE hours awarded to each individual in a manner that is consistent with the System ethics policy for integrity and academic honesty.

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- F. Maintain complete records of all educational offerings which, depending on the nature of the class or lab, may include lesson plans, objectives, content outlines, student handout materials, AV used or slide presentations, evaluation instruments, completed skill sheets, class attendance rosters with original signatures, and student evaluations. Specific expectations for documentary curricular materials will be specified in procedure.

#### IV. Eligibility requirements for Illinois Lead Instructor (LI):

The applicant shall meet at least the following minimum experience and education requirements (EMS Rules 515.700 Lead Instructor, 2018):

- A. Written recommendation from EMS MD of primary EMS System of affiliation
- B. Current Illinois license as EMT, EMT-I, A-EMT, PM, PHRN, PHAPRN, PHPA, RN or physician
- C. Four years of experience in EMS or Emergency Care
- D. Two years of documented teaching experience
- E. Documented EMS classroom teaching experience with a recommendation for LI Licensure by an EMS MD or licensed LI
- F. Documented successful completion of the Illinois EMS Instructor Education Course or equivalent to the National Standard Curriculum for EMS Instructors as approved by the Department. Currently, this educational requirement is satisfied by passing the National Association of EMS Educator's (NAEMSE) IC1 Course. For course availability see: [www.naemse.org](http://www.naemse.org)
- G. Upon successful completion of all eligibility requirements, a LI candidate may apply to IDPH for licensure through their affiliated EMS System Resource Hospital. Contact them for all requirements at that site.

#### V. EMS LI duties

- A. Ensuring that no EMS Education course begins until after the Department (IDPH) issues its formal written pre-approval, which shall be in the form of a numeric site code; and
- B. Ensuring that all materials presented to participants comply with the national EMS education standards, as modified by the Department (IDPH), and are approved by the EMS System and the Department (IDPH). Methods of assessment or intervention that are not approved by both the EMS System and the Department (IDPH) shall not be presented (Source: Amended at 42 ILL. Reg. 17632, eff September 20, 2018).
- C. **Materials to be submitted for site code approval** to the EMS MD (designee) and IDPH are specified in the IDPH EMS Rules. Example: Section 515.580 (See site code submission checklist):

Entry level and continuing education classes, seminars or other types of programs shall be approved by IDPH before being offered to all levels of EMS practitioners. An application for approval shall be submitted to IDPH by an EMS MD, on a form prescribed, prepared and furnished by IDPH, at least 60 days prior to the scheduled event. The application will include, but not be limited to, the following:

1. Name of applicant, agency and address;
2. LI's name, license number, address and contact information;
3. Name and signature of the EMS MD and EMS System Coordinator;
4. Type of education program;
5. Dates, times, and location of the education program (submit schedule);
6. Goals and objectives;
7. Methods and materials, text books, and resources when applicable;
8. Content consistent with the national EMS education standards;
9. Description of evaluation instruments; and
10. Requirements for successful completion, when applicable.

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**VI. PEER EDUCATOR prerequisites, eligibility, and required qualifications:** See Table

A candidate must receive a written recommendation from an authorized administrator from the agency/hospital of employment. Each must demonstrate evidence of the following:

- A. Current unencumbered license as an EMS practitioner or RN in the State of Illinois.
- B. EMS practice privileges in good standing with no current EMS corrective action plans or record of multiple sustained complaints; or trended QI data that suggests consistent nonconformities in practice within the past year.
- C. Desire to be a peer educator/preceptor
- D. **Cognitive:** Proficient knowledge and/or subject matter expert (SME) with respect to the topics they are to teach.
  - 1. They must demonstrate critical thinking and problem-solving skills that include the ability to accurately interpret, explain, apply, and defend the SOPs, Policies, and Procedures on patients or situations within their scope of practice.
  - 2. Desired competencies: Conceptual, contextual, adaptive, and integrative,
- E. **Psychomotor:** Technical proficiency at the articulation level in performing skills
- F. **Affective:** Characterizes System core values and models desired professional behaviors | Good emotional and social intelligence; interpersonal and communication skills; and demonstrates a genuine interest in those they teach, precept, or mentor.
- G. **Documented teaching/mentoring experience:** Examples include CPR instructor, FF instructor certification, instructor for any of the AHA or NAEMT "Life Support" classes; assisting with EMS skill competencies, teaching within the EMS Agency, assisting with System education programs and/or previous experience successfully precepting EMS students/nurses. For full list of teaching options see Con-Ed policy.
- H. Each Peer educator must be validated by the NWC EMSS when any new equipment/skills are introduced so they are able to serve as the SME for their agency: BLS for all; ALS skills as applicable.

**VII. Procedure for Peer Educator credentialing:**

- A. **Complete a Peer Educator Application** on a form issued by the EMS System and posted to the System website (similar to the one used for Field Preceptors), listing professional experience and educator credentials; desired level of recognition; a statement explaining why they wish to serve as a Peer Educator in the NWC EMSS and an agency recommendation/ authorization signature.  
Submit form to the assigned hospital EMSC/educator for their verification of eligibility and recommendation.  
Submit endorsed and signed forms to the NCH EMS Administrative Assistant. Current contact: Pam Ross ([pross@nch.org](mailto:pross@nch.org)) or call 847-618-4482 for assistance.  
When the file is complete, the candidate will be scheduled to attend the appropriate education/competency measurement experiences.
- B. **Peer I:** Attendance at an NCH EMT class with a scheduled lab in which the EMT LI shall validate the candidate's ability to teach and assess competency in performing select BLS skills to include: BLS airways, O<sub>2</sub> delivery and positive pressure ventilation (PPV); application of CPAP; verbal de-escalation and restraint competency; eye irrigation; and spine motion restriction.
- C. **Peer II:** Attendance at a System Entry skills lab where the Resource Hospital CE Coordinator or designee shall validate the candidate's ability to teach and assess competency in performing select ALS skills to include:

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1. DAI using King Vision, channeled blade and bougie (drugs: ketamine, etomidate, midazolam, and fentanyl); insertion and monitoring of i-gel airways
2. Bougie assisted surgical cric
3. IO: multiple sites (unconscious and conscious pt - use of lidocaine prn)
4. 12 L ECG lead placement; tracing acquisition; interpretation of ischemia/ infarction
5. CPAP (all indications), in-line nebulization of drugs for asthma
6. Bundled approach to cardiac arrest management: See SOPs and procedure manual

Since 9-1-19. All PM Student Field Preceptors and lab instructors needed Peer II recognition

PM Lab and Field Preceptors approved prior to 9-1-19 are exempt from needing Peer II recognition if they have maintained active EMS licensure and are up to date with all NWC EMSS CE and mandatory competencies, and demonstrate practice within standards and guidelines. If inactive from a field preceptor or lab preceptor role for 2 years or longer, NWC EMSS EMS CE is not current, or competency validation is requested by the EMS MD, the individual will be evaluated on a case by case basis for a reinstatement plan.

- D. **Peer III:** Peer II plus provide evidence of meeting LI qualifications. Submit a class site code request with all required documents to the EMS Administrative Director for review and approval. Schedule an on-site evaluation with the Administrative Director or designee when a NWC EMSS educator can audit a class conducted by the Peer III candidate. (An oral interview with the EMS MD may also be required)
- E. **Peer IV:** Provide evidence of RN and Lead Instructor licensure. Attend at least one in-station class conducted by the Administrative Director or CE Coordinator to observe the expected approach to teaching. Team teach at least one class with the CE Coordinator. Conduct at least one in-station class that is evaluated by the Administrative Director or CE Coordinator.
- F. If a candidate's eligibility is questioned based on the guidelines, a discussion shall take place between the CE Coordinator, EMS MD, the Chief/EMS Director or his designee or the ED Director to clarify the concerns and reach consensus. The EMS MD has the ultimate authority to decide whether to approve a candidate.
- G. **Peer educator certificates:** Upon completion of their file, demonstrated compliance with all requirements, and role competency measurements, each approved candidate will be given a Peer Educator Recognition certificate noting the level of approval. Their status shall be logged in the System Peer Educator database.
- H. The **Peer Educator database** shall be shared with PEMSCs and Hospital EMSCs on a regular basis when updates are made so they are informed of changes in a timely manner.

#### VIII. Maintaining Peer Educator Status

- A. Peer educator designation shall be granted for four years.
- B. Each Peer educator must maintain their Illinois EMS license in good standing. They must fulfill annual EMS CE requirements mandated by law, rule or System policy for their level of licensure. If a NWC EMSS Peer Educator has their EMS license and/or practice privileges suspended or they are on inactive status, their educator credentials shall also be suspended or inactive and reinstated when their EMS privileges are reinstated. Reinstatement may require additional educator competency measurement depending on the duration of the suspended/inactive status. Peer Educators who are not active members of the NWC EMSS must maintain annual NWC EMSS CE requirements and annual competency measures.
- C. **Peer educator renewal requirements:** The System provides a Peer Educator Renewal form on which the individual attests to their current licensure status, desire to remain a Peer Educator, and submits proof of classes taught that meet eligibility requirements for renewal. Submit the form to the Agency Provider EMS Coordinator for signature attesting to continued endorsement and forward directly to the System (Resource Hospital) EMS CE Coordinator for review and approval.

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**Required teaching experience for renewal**

1. **Peer I (BLS Skills):** Teach at least one BLS skill session/class annually and at least four different skills over a four year period
2. **Peer II (BLS + ALS skills):** Teach at least one ALS skill session/class annually and at least four different skills over a four year period.
3. **Peer III:** Conduct at least one educational offering in each calendar year.
4. **Peer IV:** Conduct at least 1 Instation CE class in 9 of the 10 months in each of the academic calendar years in the current recognition period.
5. If the peer educator has not successfully fulfilled performance expectations as stated in the educator agreement, opportunities for improvement will be documented in writing in the form of a corrective action plan and provided to the individual, an administrative representative of their employer, the EMS MD, EMS Administrative Director, and CE Coordinator.

- D. All educators are subject to unannounced assessments at least once a year, and more frequently for cause, by the EMS Administrative Director, CE Coordinator or EMS MD.

**IX. MECHANISM FOR OBTAINING A WAIVER**

In cases of demonstrated hardship to the EMS Agency, candidates with strong demonstrated performance as a preceptor who do not meet all Peer educator qualifications may submit a waiver request seeking temporary privileges to perform as a Provisional Peer educator while the person is working towards meeting all the criteria. Waiver requests shall be submitted to the EMS Administrative Director.

**References**

- DPH 77 ILLINOIS ADMINISTRATIVE CODE 515 SUBCHAPTER f; Section 515.700 Lead Instructor Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines 2023
- Committee on Accreditation of EMS Programs (CoAEMSP) Interpretations of the CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in the EMS Professions (8/22).
- NAEMSE. (2020). Foundations of education an EMS approach (3<sup>rd</sup> edition) (Abrahamson and McKenna Eds). Burlington: Jones & Bartlett Learning.
- National Association of State EMS Directors (now NASEMSO). (2010). EMS Instructor Qualifications: Accessed on line: [www.nasemso.org](http://www.nasemso.org)
- Charlotte Danielson's FRAMEWORK FOR TEACHING.
- National EMS Education Standards (current edition)
- National EMS Scope of Practice Model skills (current edition)

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## DOMAIN 1

### PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy**
  - Disciplinary Expertise
  - Pedagogical Content Knowledge
  - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students**
  - Respect for Students' Identities
  - Understanding of Students' Current Knowledge and Skills
  - Knowledge of Whole Child Development
  - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes**
  - Value and Relevance
  - Alignment to Grade-Level Standards
  - Clarity of Purpose
  - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively**
  - Instructional Materials
  - Technology and Digital Resources
  - Supports for Students
- 1e Planning Coherent Instruction**
  - Tasks and Activities
  - Flexible Learning
  - Student Collaboration
  - Structure and Flow
- 1f Designing and Analyzing Assessments**
  - Congruence with Instructional Outcomes
  - Criteria and Standards
  - Planning Formative Assessments
  - Analysis and Application

## DOMAIN 2

### LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments**
  - Positive Relationships
  - Sense of Belonging
  - Cultural Responsiveness
  - Positive Conflict Resolution
- 2b Fostering a Culture for Learning**
  - Purpose and Motivation
  - Dispositions for Learning
  - Student Agency and Pride in Work
  - Support and Perseverance
- 2c Maintaining Purposeful Environments**
  - Productive Collaboration
  - Student Autonomy and Responsibility
  - Equitable Access to Resources and Supports
  - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior**
  - Expectations for the Learning Community
  - Modeling and Teaching Habits of Character
  - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning**
  - Safety and Accessibility
  - Design for Learning and Development
  - Co-Creation and Shared Ownership

## DOMAIN 3

### LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content**
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  - Specific Expectations
  - Explanations of Content
  - Use of Academic Language
- 3b Using Questioning and Discussion Techniques**
  - Critical Thinking and Deeper Learning
  - Reasoning and Reflection
  - Student Participation
- 3c Engaging Students in Learning**
  - Rich Learning Experiences
  - Collaboration and Teamwork
  - Use of Instructional Materials and Resources
  - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning**
  - Clear Standards for Success
  - Monitoring Student Understanding
  - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs**
  - Evidence-Based Adjustments
  - Receptiveness and Responsiveness
  - Determination and Persistence

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  - Analysis and Discovery
  - Application and Continuous Improvement
- 4b Documenting Student Progress**
  - Student Progress Toward Mastery
  - Shared Ownership
  - Maintaining Reliable Records
- 4c Engaging Families and Communities**
  - Respect and Cultural Competence
  - Community Values
  - Instructional Program
  - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture**
  - Relational Trust and Collaborative Spirit
  - Culture of Inquiry and Innovation
  - Service to the School
- 4e Growing and Developing Professionally**
  - Curiosity and Autonomy
  - Developing Cultural Competence
  - Enhancing Knowledge and Skills
  - Seeking and Acting on Feedback
- 4f Acting in Service of Students**
  - Acting with Care, Honesty, and Integrity
  - Ethical Decision-Making
  - Advocacy

# DOMAIN 1 PLANNING AND PREPARATION

## 1a Applying Knowledge of Content and Pedagogy

**Disciplinary Expertise:** Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

**Pedagogical Content Knowledge:** Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

**Knowledge of Interdisciplinary Relationships and Skills:** Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

## 1c Setting Instructional Outcomes

**Value and Relevance:** Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

**Alignment to Grade-Level Standards:** Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

**Clarity of Purpose:** Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

**Integration of Multiple Aspects of Student Development:** Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

## 1e Planning Coherent Instruction

**Tasks and Activities:** Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

**Flexible Learning:** Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

**Student Collaboration:** Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

**Structure and Flow:** Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

## 1b Knowing and Valuing Students

**Respect for Students' Identities:** Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

**Understanding of Students' Current Knowledge and Skills:** Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

**Knowledge of Whole Child Development:** Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

**Knowledge of the Learning Process and Learning Differences:** Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

## 1d Using Resources Effectively

**Instructional Materials:** Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

**Technology and Digital Resources:** Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

**Supports for Students:** Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

## 1f Designing and Analyzing Assessments

**Congruence with Instructional Outcomes:** Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

**Criteria and Standards:** Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

**Planning Formative Assessments:** Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

**Analysis and Application:** Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.



## DOMAIN 2 LEARNING ENVIRONMENTS

### 2a Cultivating Respectful and Affirming Environments

**Positive Relationships:** Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

**Sense of Belonging:** Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

**Cultural Responsiveness:** Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

**Positive Conflict Resolution:** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

### 2c Maintaining Purposeful Environments

**Productive Collaboration:** Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

**Student Autonomy and Responsibility:** Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

**Equitable Access to Resources and Supports:** Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

**Non-Instructional Tasks:** Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

### 2e Organizing Spaces for Learning

**Safety and Accessibility:** The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

**Design for Learning and Development:** The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

**Co-Creation and Shared Ownership:** Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

### 2b Fostering a Culture for Learning

**Purpose and Motivation:** Teachers and students share an overarching dedication to both content mastery and personal growth.

**Dispositions for Learning:** Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

**Student Agency and Pride in Work:** Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

**Support and Perseverance:** Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

### 2d Supporting Positive Student Behavior

**Expectations for the Learning Community:** Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

**Modeling and Teaching Habits of Character:** Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

**Self-Monitoring and Collective Responsibility:** Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

## DOMAIN 3 LEARNING EXPERIENCES

### 3a Communicating About Purpose and Content

**Purpose for Learning and Criteria for Success:** Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

**Specific Expectations:** Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

**Explanations of Content:** Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

**Use of Academic Language:** Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

### 3c Engaging Students in Learning

**Rich Learning Experiences:** Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

**Collaboration and Teamwork:** Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

**Use of Instructional Materials and Resources:** Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

**Opportunities for Thinking and Reflection:** Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

### 3e Responding Flexibly to Student Needs

**Evidence-Based Adjustments:** When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

**Receptiveness and Responsiveness:** Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

**Determination and Persistence:** Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

### 3b Using Questioning and Discussion Techniques

**Critical Thinking and Deeper Learning:** Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

**Reasoning and Reflection:** Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

**Student Participation:** Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

### 3d Using Assessment for Learning

**Clear Standards for Success:** Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

**Monitoring Student Understanding:** Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

**Timely, Constructive Feedback:** High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

## DOMAIN 4 PRINCIPLED TEACHING

### 4a Engaging in Reflective Practice

**Self-Assessment of Teaching:** Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.

**Analysis and Discovery:** Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.

**Application and Continuous Improvement:** Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

### 4c Engaging Families and Communities

**Respect and Cultural Competence:** Teachers interact with families and the community in ways that respect their values and cultural backgrounds.

**Community Values:** Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.

**Instructional Program:** Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback.

**Engagement in Learning Experiences:** Teachers connect students' out-of-school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

### 4e Growing and Developing Professionally

**Curiosity and Autonomy:** Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.

**Developing Cultural Competence:** Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.

**Enhancing Knowledge and Skills:** Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.

**Seeking and Acting on Feedback:** Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback effectively.

### 4b Documenting Student Progress

**Student Progress Toward Mastery:** The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.

**Shared Ownership:** With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.

**Maintaining Reliable Records:** The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

### 4d Contributing to School Community and Culture

**Relational Trust and Collaborative Spirit:** Teachers develop strong relationships with students and colleagues that support professional learning, collaboration, mutual trust, and student success.

**Culture of Inquiry and Innovation:** Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.

**Service to the School:** Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

### 4f Acting in Service of Students

**Acting with Care, Honesty, and Integrity:** Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.

**Ethical Decision-Making:** Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.

**Advocacy:** Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.