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PROFESSIONAL TEACHING STANDARDS

In order to put our professional teaching standards in context as it relates to the traumatized student, the teaching standards have been expounded on to incorporate.

Standard #1: Learner Development. Being trauma-informed supports my understanding of how students are impacted by trauma enabling me to better assist in that student's growth and development. I will be able to recognize that maltreatment influences vary by student. My ability to understand the affective, behavioral, and cognitive processes impacted will equip me to better able design and implement developmentally-appropriate and challenging learning experiences for all of my students.

Standard #2: Learning Differences. The teacher uses knowledge of childhood trauma to note individual differences in students affected by child maltreatment and helps ensure an inclusive learning environment that enables each learner to experience success and meet standards.

Standard #3: Learning Environments. Teachers provide safe and secure environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. Knowledge of childhood trauma and its impact on learning equips the teacher to create learning experiences that make the content or discipline accessible and meaningful for all learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to adapt instructional strategies to meet the needs of the traumatized student so that they can engage in higher order thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. Possessing the knowledge of trauma and its impact on learning enables the teacher to effectively plan instruction that supports every student in meeting rigorous learning goals by drawing on the knowledge of learner and their trauma context which impact the teacher's application of their



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knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Standard #8: Instructional Strategies. Knowledge of trauma's impact on a student's affective, behavioral, and cognitive processes, help the teacher understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning in the area of trauma and learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession, i.e., lead a trauma-informed professional learning community where teachers can exchange successes and strategies as well as ask for help.

NOTE: This is one example. Feel free to add based on your understanding and make your own.