13 DIMENSIONS OF TEACHING EXPERTISE
The National Board For Professional Teaching Standards, 2000

1. **USE OF KNOWLEDGE:** Having an extensive knowledge of subject matter and helping students to link their prior knowledge to the current subject matter being taught.

2. **DEEP REPRESENTATIONS:** Reconciling their content knowledge with students' abilities.

3. **PROBLEM SOLVING:** Identifying problems related to curriculum and instruction, and formulating a range of solutions that connect students, content and context.

4. **IMPROVISATION:** Adapting and improvising instruction during the actual flow of lessons to better meet the students' needs.

5. **CLASSROOM CLIMATE:** Having the ability to interpret student behavior to anticipate and prevent students from disrupting or disengaging from a lesson.

6. **MULTIDIMENSIONAL PERCEPTION:** Demonstrating a deeper understanding of students' verbal and non-verbal responses, and using this information to prioritize instruction.

7. **SENSITIVITY TO CONTEXT:** Recognizing the uniqueness of particular students or classroom situations and using these factors to help guide instructional choices.

8. **MONITOR LEARNING:** Consistently monitor student learning and offering feedback that corrects misunderstandings and enhances comprehension.

9. **TEST HYPOTHESIS:** Generating hypotheses and continually reassessing instructional options.

10. **PASSION:** Exhibiting an intense enthusiasm for teaching that is closely linked to their sense of responsibility.

11. **RESPECT:** Caring deeply for students in a sustained way that recognizes learning barriers, while communicating their belief in students' abilities to overcome those barriers.

12. **CHALLENGE:** Articulating high expectations and formulating lessons and activities that are more demanding and engaging for everyone.

13. **DEEP UNDERSTANDING:** Promoting academic achievement in ways that emphasize both personal accomplishment and intellectual engagement.