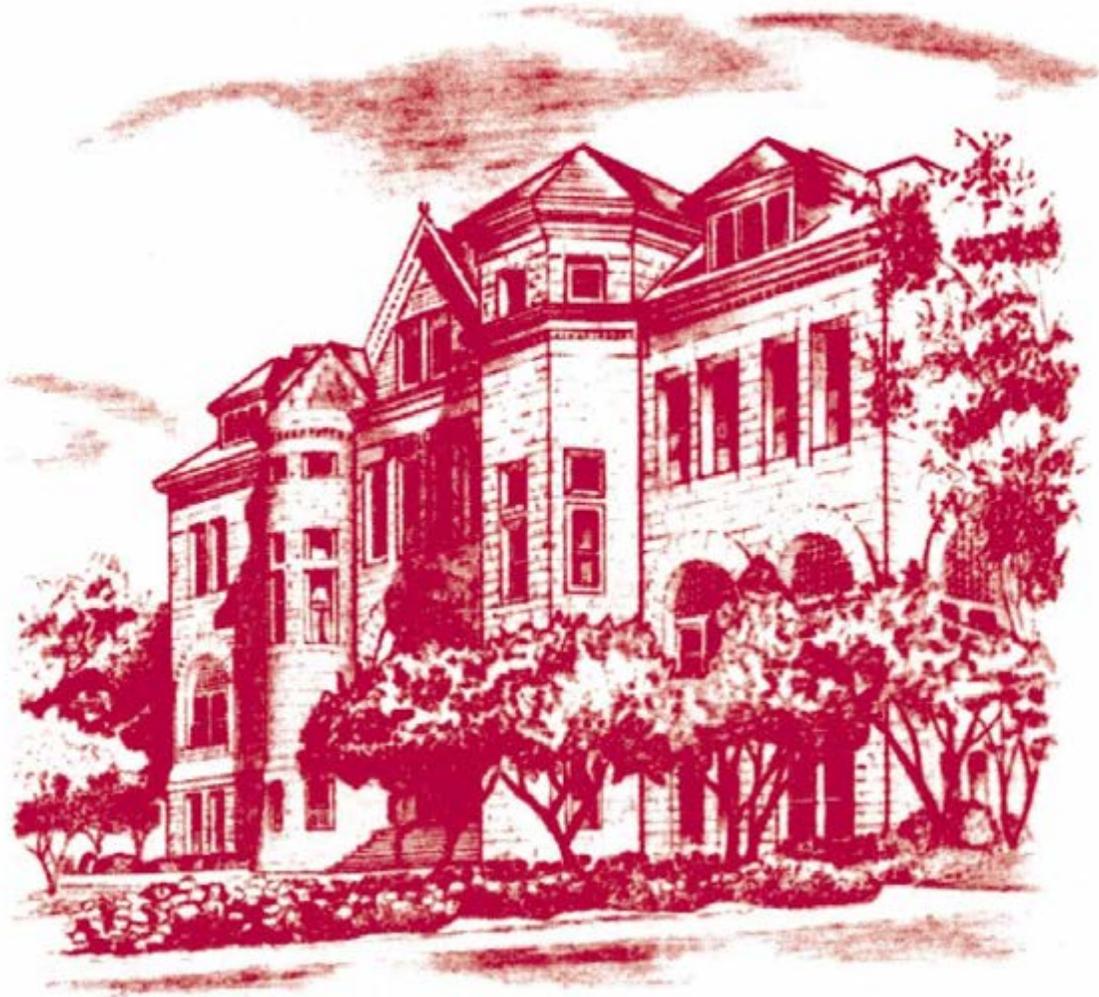


Conceptual Framework “The Reflective Teacher”



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BETHEL COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK SUMMARY

“THE REFLECTIVE TEACHER”

Bethel College Mission: Bethel College seeks to be a diverse community of learners committed to searching for authentic faith and academic achievement, providing rigorous instruction in the liberal arts and selected professional areas, and inspiring intellectual, cultural, and spiritual leaders for church and society.

Unit Shared Vision: Our vision is to have a teacher education program embedded with reflection. Students reflect on their content knowledge to be better able to sequence learning, to understand underlying relationships, to prioritize and distill the essence of the content. Students reflect on pedagogical practice, observing, evaluating, comparing, examining results, looking for reasons and consequences. Our vision also includes students developing a better understanding of their own beliefs and philosophies and under the light of reflection becoming teachers who will be caring and respectful of diversity.

Theme: The Reflective Teacher

Unit Mission: The faculty in the department of teacher education at Bethel College is dedicated to preparing reflective teachers. The education program is designed to develop proficiencies in academic and professional knowledge bases and those dispositions that provide a grounding for reflective thinking, particularly those of caring and respect for diversity. The program is embedded with the belief that reflective thinking is congruent with effective practice.

Unit Beliefs: 1) A reflective teacher must be grounded in their content area and pedagogical knowledge. 2) An effective teacher truly cares for students, enjoys the relationships with them, and is dedicated to the learning of all students, respectful of their diverse characteristics. 3) Learning is a dynamic process where knowledge is constructed through the active participation of the learner that is mediated through expert instruction. 4) We believe in instructing candidates in, and with, this methodology.

Unit Educational Theory and Philosophic Base: Reflective educators consider true learning to be the active framing of personal meaning by the learner rather than the framing of someone else's meaning.

BETHEL COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

“THE REFLECTIVE TEACHER”

The development of the conceptual framework began after a change in faculty five years ago with a discussion of what we stand for as a department and what we want our graduates to look like. To that end we began to have regular faculty meetings with liberal arts and science and unit faculty who taught education classes. We then sought input from our education committee, comprised of division representatives and students. The discussions pointed to the need for broader input from the stakeholders in our program: parents, teachers, administrators, community members, alumni educators, and student teachers. An advisory board was formed which contributed valuable insights and led to the formation of our mission and outcomes. This provided an idea of what our program should look like. Through this journey we finally arrived at a shared mission, based on the belief that the basis of teacher preparation and practice is reflective thinking.

We believe there is congruence between reflective thinking and effective practice. This is not a new idea. John Dewey suggested that more learning occurs in reflecting on the experience than in learning from the experience itself (Dewey, 19). Much development of the concept of reflection has occurred in recent years. Schon’s work in The Reflective Practitioner (1983) and Educating the Reflective Practitioner (1987) made significant contributions to the thinking about reflection. He suggested that professional growth, competence, and artistry are developed by individual ability to think about what they are doing while they are doing it, to reflect in action. He believed that when professionals think about past, present, and future action, the reflection will produce productive, problem-solving strategies, and that reflection is key to improving practice.

Many studies have since substantiated the link between reflection and effective teaching. Walsh (1992), for example, interviewed award-winning teachers and observed that they consistently rehearsed what they wanted to happen in class before teaching, considering best instructional strategies and ways to handle possible dilemmas or variations. They also followed lessons with reflection, often taking quick notes on what didn’t work and notes suggesting changes. Other studies have further indicated that “reflection is an active mental process that master teachers consistently use as they interact with students and the curriculum” (Orlich, 2001, p.153). (See Osterman, 1990; Canning, 1991; Panasuk and Sullivan, 1998).

We believe that reflective practice means making decisions or observing those decisions being made, then analyzing, evaluating, and thinking critically of their success or failure, and also measuring that experience against knowledge bases in the light of dispositions. Reflective thinking includes revising our framework, plans, or practice based on those reflections. It may result in clarification of subtleties, but it may also bring to light complexities not before perceived.

Without reflective thinking, Dewey suggests that we are trapped in routines, guided by impulse, tradition, and authority. Non-reflective teachers “simplify their professional lives by uncritically

accepting everyday reality in schools” (Posner, 1985, p. 19). In contrast, reflective teachers actively, persistently and carefully consider and reconsider beliefs and practices “in the light of the grounds that support them and the further consequence to which they lead” (Grant and Zeichner, 1984, p. 4).

We believe that the “grounds that support” reflective thinking reside in three areas of competence. One of these is a knowledge base in the content areas. To reflect on the best way to present learning or to evaluate lesson effectiveness or to diagnose and correct misconceptions, the teacher must know the underlying philosophy and structure of the subject. He/she must be able to examine texts for assumptions made about concepts in the discipline. Teachers must make decisions about whether “some subject matter conceptions are more sophisticated, elegant, or powerful than other conceptions. Does quantum mechanics, for example, provide a ‘better’ way of thinking about light than wave, article, or phlogiston theories of light?” (Murray & Porter, 1996, p.158). The reflective teacher needs a strong content knowledge base on which to make pedagogical, philosophical and even ethical decisions. For example, questions such as “Which concepts are necessary for student learning and in what order?” “What is the importance and meaning of learning this lesson?” “Is it necessary that every student understand this concept before I move on?” require a strong foundation of content knowledge.

We believe that the teacher must also have an understanding of the professional knowledge base to be able to critically reflect on teaching practice and learning. J. M. Stephens (1964) argues that in every culture some people have more natural teaching tendencies than others, that they will become teachers whether they intend to or not, and that teaching and learning occurs naturally. But this theory does not take into consideration those situations when the students and teacher are not alike or have dissimilar backgrounds, and “natural tendencies lead to unfortunate consequences” (Murray, 1996, p. 5), such as lowered expectations. The natural theory also does not address variations in learning. For example, an incorrect answer may seem illogical to the “native” teacher but to the teacher versed in professional knowledge base, the answer may be based on logical reasoning and the student simply operated on a different premise.

Teaching currently is very complex and demanding work. Teachers must now ensure not only that students learn content at high levels but also learn how to think—integrating, synthesizing, creating—and they must ensure that this learning is successful for all students. This requires an understanding of cognition, the many pathways to learning, child development, pedagogy and varied methods of assessment. Teaching further requires knowledge of a complex and ever more demanding social setting and the diversity of special needs, culture, and language that are present in students in today’s classrooms (Darling-Hammond, 1990, 1994). Teaching can no longer be a formulistic approach to delivering lessons. McIntyre, Byrd, and Foxx (1996) propose that teacher education programs must develop teachers who are able “to identify and articulate their purposes, who can choose the appropriate instructional strategy, who can understand the social experiences and cognitive orientations of their students and who can articulate their actions (p. 172). This requires a thorough grounding in professional knowledge of practice. With such a foundation, the student can critically reflect on his/her practice and bring improvements in student learning.

Besides a necessary grounding in content and professional knowledge, we believe reflection also has ethical and philosophical implications. Studies as early as the 1970s show the relationship of beliefs and actions. Bussis, Chittendale, and Armand (1976) examined teacher beliefs about children and curriculum and concluded that these beliefs resulted from their individual interpretation of the world and “are the forerunners of action” (p. 17). Attitudes and beliefs about cultures, about learning, and about teaching, for example, can inhibit the effectiveness of the most thorough and developed content and pedagogical knowledge base. If a teacher believes the school has no responsibility beyond the transmission of knowledge, little learning will occur within a child who is hungry, distraught or sleep-deprived. If the teacher believes children of some cultures or economic status cannot learn, he/she may lower expectations, fail to make eye contact, or overlook the raised hand. The teacher’s beliefs or dispositions certainly affect learning in such situations.

Attitudes and beliefs of pre-service teachers also affect their learning in the educational program as well as their eventual teaching. Learning is now recognized by cognitive theorists as a process highly influenced by one’s understandings and attitudes (Resnick, 1989; Richardson, 1996). For example, studies have shown that students come to college with views about teaching that are well-developed from years in the school systems, (Brookhart and Freeman, 1992), and that these views are very influential in what they learn and their attitudes about teaching (Calderhead and Robson, 1991).

However, studies have also indicated one of the most effective ways to change beliefs and an attitude is through reflective thinking (Richardson, p. 104). Bussis, Chittendale, and Armand (1976) concluded that significant changes can only occur if teachers engage in “personal exploration, experimentation, and reflection” (p.17). It is our understanding that the belief systems of pre-service teachers can emerge and be articulated in reflective thinking practices which may lead to positive changes and development of more effective practice.

Many dispositions are important to effective teaching such as intellectual honesty, due process in such matters as discipline and grading, fairness in punishment, equity in such issues as distribution of teacher’s time (Strike, 1990). Our program particularly emphasizes two dispositions, an attitude of concern and caring, and respect for diversity.

Most candidates enter the teaching profession because they do care about children and the nurturing role is important to them (McLaughlin, 1991). A caring attitude is especially crucial in today’s schools because teachers are increasingly responsible for students who feel disempowered and confused or may even be psychologically and emotionally damaged as a result of situations over which they have little control. They “desperately need models of caring adults in their lives” (Jones, 1996, p. 505). One of our stakeholders, a principal, said he considers a caring disposition the most important quality of a teacher. “Give me a teacher who cares and I can train them in instructional practice. But without caring, the teacher has little hope of success.”

In most cases, the education program does not need to develop this disposition, only check for its presence in the candidate. Reflective thinking is especially important to develop when this caring attitude meets the issue of control in the classroom. Research indicates novice teachers

display a desire to increasingly control their students (Zeichner and Gore 1990, Tabachnick and Zeichner, 1990). How to merge caring and control becomes a central issue for many. We strive to embed in our classes which deal with management that “Control and caring are not opposing terms; but the form of control is transformed by caring” (Bowers and Flinders, 1990, p. 15), and this requires profound analysis of situations, drawing upon knowledge bases in learning, pedagogy, psychology and sociology—and reflecting in the framework of caring.

Another disposition important to our program is respect for diversity. It has been well documented that the students in classrooms today are more varied in cultures, languages and abilities than ever before. To prepare our teachers for this diversity is particularly challenging because of our location in a small town on the plains of central Kansas. Many of our students grew up in this area in small schools with little or no diversity of any kind. Exposure to other cultures is often limited. Research shows we are not alone in this struggle. Studies by Paine (1989), Lauderdale and Deaton (1993) and Valli (1994), for example, show that many students enter education programs viewing diversity as a problem rather than a resource, that their ability to talk thoughtfully about student differences is limited, that they have little knowledge about different cultures, histories, or contributions, and that they often have negative attitudes about other cultures. Research also has been compiled about strategies that may be used by teacher education programs to impact development in diversity sensitivity. (See Zeichner & Hoefft, 1996). Our program uses several of these, including strategies in curriculum and instruction and field experiences in diverse settings.

Though these are helpful, without guided reflection they are often miseducative (Baty, 1972; Zeichner, 1990). “The literature . . . clearly supports the view that this kind of guided reflection about teaching during practica and student teaching under conditions of support and challenge is critical to determining the educational value of field experience (Zeichner and Hoefft, 1996, p. 535). To have the experience alone is not educative; its significance and meaning must be examined against the backdrop of a previous worldview to change the framework of thinking about diversity.

Thus, reflective thinking becomes meaningful with a background of content and pedagogical knowledge bases and dispositions. Reflective thinking not only provides the foundation of our vision, mission and philosophy; but it is also reflected throughout our program from the initial essay on teacher effectiveness for program admission through the reflections on field experience observations, microteachings, research, and the lesson presentations required in most of our courses, to the final reflections in student teaching and exit evaluations.

Reflection is not only embedded in our program, it is embedded in the way we teach in our program. We believe that students are not empty vessels into which to pour knowledge; they must be involved in constructing their own learning. They are analyzing and evaluating as they observe, and checking what they see and experience against what they have studied. They synthesize information as they construct plans. They evaluate their own microteaching and those of others and also their lessons in the public schools. They think about and articulate what works, what doesn't, and why. They learn to be teachers by reflecting.

Our vision then is to have a teacher education program embedded with reflection. Students reflect on their content knowledge to be better able to sequence learning, to understand underlying relationships, to prioritize and distill the essence of the content. Students reflect on pedagogical practice, observing, evaluating, comparing, examining results, looking for reasons and consequences. Our vision also includes students developing a better understanding of their own beliefs and philosophies and under the light of reflection becoming teachers who will be caring and respectful of diversity.

The outcomes of this program vision are teachers whose reflections result in effective teaching because they are rooted in the proficiencies of content and knowledge base and dispositions. These are outlined in program goals and objectives.

Our mission, then, is: The faculty in the department of teacher education at Bethel College is dedicated to preparing reflective teachers. The education program is designed to develop proficiencies in academic and professional knowledge bases and those dispositions that provide a grounding for reflective thinking, particularly those of caring and respect for diversity. The program is embedded with the belief that reflective thinking is congruent with effective practice.

The theme, then, would be: “The reflective teacher.”

This vision and mission fits well with the Mission of Bethel College:

Bethel College seeks to be a diverse community of learners, committed to the search for authentic faith and empirical understanding, and to provide:

1. Rigorous instruction in the liberal arts, and selected career and professional areas;
2. Intellectual, cultural and spiritual leaders for the church and society.

Bethel is noted for its emphasis on critical and inquiry thinking as a part of this academic rigor. From the beginning class of College Issues Colloquy required of all freshmen through various required and elective classes to culminating Basic Issues of Faith and Life class and the senior seminar, students must evaluate, analyze, synthesize, and reflect. Development of critical, reflective thinking is part of Bethel’s mission to create leaders.

We in the education department also base our vision on reflection. We see reflection as the fuel that bursts forth in the flame of effective teaching. Without the fuel of pedagogical and content knowledge and the positive dispositions of caring and respect for diversity, the flame of teaching that lights a world darkened by ignorance will die.

BETHEL COLLEGE TEACHER EDUCATION PROGRAM MISSION, GOALS AND OBJECTIVES

“THE REFLECTIVE TEACHER”

Mission:

The faculty in the department of teacher education at Bethel College is dedicated to preparing students to be reflective teachers. The education program is designed to develop proficiencies in academic and professional knowledge bases and those dispositions of a caring teacher, respectful of diversity that provide a grounding for reflective thinking. The program is embedded with the belief that reflective practice is congruent with effective practice.

Goal I—The reflective teacher possesses general and content knowledge bases.

Objectives:

- A. The candidate will demonstrate understanding of basic academic skills, including written and oral communications, computer, and mathematics.
- B. The candidate will demonstrate knowledge of his/her academic discipline.
- C. The candidate will demonstrate critical thinking and integrative ability.

Goal II—The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.

Objectives:

- A. The candidate will understand how children develop and learn.
- B. The candidate will understand the context of the school within the greater school community.
- C. The candidate will demonstrate knowledge of the education profession.
- D. The candidate will be able to effectively plan instruction using current best practices and methodology.
- E. The candidate will be able to adapt instruction for student diversity and individual needs.

- F. The candidate will be able to create a smoothly functioning, learning-centered environment.
- G. The candidate will be able to use various assessment strategies.
- H. The candidate will be able to integrate technology into instruction.
- I. The candidate will be able to use individual and group strategies to enhance instruction and learning.

Goal III—The reflective teacher demonstrates the dispositions of an effective and professional educator.

Objectives:

- A. The candidate will use effective verbal and nonverbal communication skills with students, parents and colleagues.
- B. The candidate will be a reflective thinker and practitioner.
- C. The candidate seeks opportunities for professional growth.
- D. The candidate values and demonstrates ethical and professional behavior.
- E. The candidate will demonstrate care for children, a desire to work with them and a concern for their welfare.
- F. The candidate will demonstrate respect for all students, including those with differences and special needs.

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**Bethel College Department of Teacher Education Candidate Proficiencies
Alignment with KSDE Standards, INTASC Principles, and NBPTS Core Propositions**

Bethel College Teacher Education (BCTE) Goals and Objectives	Kansas State Department of Education (KSDE) Standards	Interstate New Teacher Assessment and Support Consortium (INTASC) Principles	National Board for Professional Teaching Standards (NBPTS)Core Propositions
<p>Goal 1: The reflective teacher possesses general and content knowledge bases.</p> <p>A. The candidate will demonstrate understanding of basic academic skills, including written and oral communications, computer, and mathematics.</p>	<p>KSDE General Education Standards</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The educator understands communication theory, language development, and the role of language in learning.</p> <p>(K) The educator recognizes the importance of non-verbal as well as verbal communication.</p> <p>(K) The educator knows about and can use effective verbal and non-verbal communication techniques.</p>	<p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The teacher understands communication theory, language development, and the role of language in learning.</p> <p>(K) The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.</p>	
<p>Goal 1: The reflective teacher possesses general and content knowledge bases.</p> <p>B. The candidate will demonstrate knowledge of his/her academic discipline.</p>	<p>Standard 1: The educator demonstrates the ability to use the central concepts, tools, of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p> <p>(K) The educator demonstrates the ability to use the central concepts, tools, of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p> <p>(K) The educator understands that students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and</p>	<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>(K) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>(K)The teacher understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.</p> <p>Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</p> <p>Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines.</p>

**Bethel College Department of Teacher Education Candidate Proficiencies
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	<p>current methods of teaching reading. (K) The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas. (K) The educator has depth of knowledge in his or her subject matter.</p>	<p>(K) The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p>	
<p>Goal 1: The reflective teacher possesses general and content knowledge bases. C. The candidate will demonstrate critical thinking and integrative ability.</p>	<p>Standard 1: The educator demonstrates the ability to use the central concepts, tools, of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students. (P) The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts. (P) The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal</p>	<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (K) The teacher can relate his/her disciplinary knowledge to other subject areas. (D) The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. (P) The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (P) The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media</p>	<p>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines. Proposition 4: Teachers think systematically about their practice and learn from experience. Teachers are continually making difficult choices that test their judgment.</p>

**Bethel College Department of Teacher Education Candidate Proficiencies
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	<p>communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (P) The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. (K) The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas. (K) The educator understands the importance of integrating knowledge from a discipline across and within other fields.</p>	<p>communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (P) The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).</p> <p>Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (K) The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p> <p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (D) The teacher values critical thinking and self-directed learning as habits of mind.</p>	
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Alignment with KSDE Standards, INTASC Principles, and NBPTS Core Propositions**

	<p>(K) The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.</p> <p>(K) The educator understands the relationships among and between various subjects matter fields.</p> <p>(P) The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.</p> <p>(P) The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.</p> <p>(P) The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.</p> <p>(P) The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.</p>		
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**Bethel College Department of Teacher Education Candidate Proficiencies
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<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>A. The candidate will understand how children develop and learn.</p>	<p>Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.</p> <p>(K) The educator understands how learning occurs—how students construct knowledge, acquire skills, and develop critical thinking—and knows how to use instructional strategies that promote learning for all students.</p> <p>(K) The educator understands that students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.</p> <p>(K) The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.</p> <p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(K) The educator understands that diversity, exceptionality, and limited English proficiency affect learning.</p> <p>(K) The educator knows about the process of second language acquisition</p>	<p>Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>(K) The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning.</p> <p>(K) The teacher understands that students’ physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.</p> <p>(K) The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.</p> <p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(K) The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.</p> <p>(K) The teacher understands how</p>	
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	<p>and about strategies to support the learning of students whose first language is not English.</p> <p>(K) The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p> <p>(P) The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.</p> <p>(P) The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p> <p>(K) The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.</p> <p>Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and</p>	<p>students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.</p> <p>(P) The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p> <p>(P) The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(K) The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and</p>	
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	<p>knows how to help all students become self-motivated.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K) The educator understands communication theory, language development, and the role of language in learning.</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. (K) The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (P) The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p>	<p>knows how to help students become self-motivated.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K) The teacher understands communication theory, language development, and the role of language in learning. (D) The teacher recognizes the power of language for fostering self-expression, identity development, and learning.</p> <p>Principle 7: The teacher plans instruction based upon instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (K) The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (P) The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p>	
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn. B. The candidate will understand the context of the school within the greater school community.</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities. (K) The educator has a well-grounded framework for understanding cultural and community diversity and knows</p>	<p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (K) The teacher has a well-rounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and</p>	<p>Proposition 5: Teachers are members of learning communities. Teachers take advantage of community resources.</p>

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	<p>how to learn about and incorporate students' experiences, cultures, and community resources into instruction.</p> <p>(K) The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.</p> <p>(P) The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).</p> <p>Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The educator understands crisis intervention strategies.</p> <p>(P) The educator can participate in the implementation of crisis interventions strategies.</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p> <p>(K) The educator knows how to use contextual considerations (e.g. instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and</p>	<p>community resources into instruction.</p> <p>(D) The teacher is sensitive to community and cultural norms.</p> <p>(P) The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).</p> <p>(P) The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.</p> <p>Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>(K) The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.</p>	
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	<p>students' experiences.</p> <p>Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p> <p>(K) The educator understands the school improvement process (QPA) in Kansas schools.</p> <p>(P) The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p> <p>(K) The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.</p> <p>(K) The educator understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.</p>	<p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>(K) The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.</p> <p>(K) The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.</p>	
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>C. The candidate will demonstrate knowledge of the education</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that</p>		

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<p>profession.</p>	<p>are adapted to diverse learners, including those with exceptionalities. (K) The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.</p> <p>Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]). (K) The educator is aware of major areas of research on teaching and of resources available for professional learning. (K) The educator understands the school improvement process (QPA) in Kansas schools. (P) The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback. (P) The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. (K) The educator understands schools as organizations within the larger</p>	<p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (K) The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities). (P) The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. (P) The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.</p> <p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (K) The teacher understands schools as organizations within the larger</p>	
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	<p>community context and understands the operations of the relevant aspects of the system within which he or she works.</p> <p>Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.</p> <p>(K) The educator understands how and why the American system of education developed.</p> <p>(K) The educator has critical awareness of the norms and values inherent in the American system of education.</p> <p>(K) The educator understands how social forces have shaped and continue to shape American education.</p> <p>(K) The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.</p> <p>(K) The educator understands how educational policy is formulated and how it affects classroom practices.</p> <p>(K) The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.</p> <p>(P) The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.</p> <p>(P) The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and</p>	<p>community context and understands the operations of the relevant aspects of the system(s) within which s/he works.</p>	
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<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>D. The candidate will be able to effectively plan instruction using current best practices and methodology.</p>	<p style="text-align: center;">decision-making.</p> <p>Standard 1: The educator demonstrates the ability to use the central concepts, tools, of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p> <p>(P) The educator represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry in teaching of subject matter concepts.</p> <p>(P) The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p> <p>(P) The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.</p> <p>(K) The educator understands how learning occurs—how students construct knowledge, acquire skills, and develop critical thinking—and knows how to use instructional strategies that promote learning for all students.</p>	<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>(P) The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.</p> <p>(P) The teacher can represent and use differing viewpoints, theories, “ways of knowing” and methods of inquiry in his/her teaching of subject matter concepts.</p> <p>(P) The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.</p> <p>(P) The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.</p> <p>(P) The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.</p>	<p>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</p> <p>Teachers command specialized knowledge of how to convey a subject to students.</p> <p>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</p> <p>Teachers generate multiple paths to knowledge.</p> <p>Proposition 3: Teachers are responsible for managing and monitoring student learning.</p> <p>Teachers call on multiple methods to meet their goals.</p> <p>Proposition 3: Teachers are responsible for managing and monitoring student learning.</p> <p>Teachers are mindful of their principal objectives.</p>
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	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(P) The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.</p> <p>(P) The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.</p> <p>(P) The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</p> <p>(P) The educator brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.</p> <p>(K) The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group</p>	<p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(D) The teacher believes that all children can learn at high levels and persists in helping all children achieve success.</p> <p>(P) The teacher identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths, and needs.</p> <p>(P) The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.</p> <p>(P) The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.</p> <p>(P) The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p>(K) The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary</p>	
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	<p>discussion, and independent study).</p> <p>(K) The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.</p> <p>(K) The educator understands the principles and techniques used in effective reading instruction.</p> <p>(P) The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.</p> <p>(P) The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.</p> <p>(P) The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.</p> <p>(P) The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.</p> <p>(P) The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and</p>	<p>instruction).</p> <p>(K) The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).</p> <p>(P) The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).</p> <p>(P) The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.</p> <p>(P) The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>(P) The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.</p>	
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	<p>development.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (P) The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received.) (P) The educator develops learner expressions in speaking, writing, and other media. (P) The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading. (K) The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p>	<p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (P) The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). (P) The teacher supports and expands learner expression in speaking, writing, and other media. (P) The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.</p> <p>Principle 7: The teacher plans instruction based upon instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (K) The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.</p>	
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	<p>(K) The educator knows how to use contextual considerations (e.g. instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.</p> <p>(K) The educator understands methods for teaching reading.</p> <p>(P) The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p> <p>(P) The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.</p> <p>(P) The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.</p> <p>(P) The educator uses data from building, district, state, and national assessments to guide program development.</p> <p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p> <p>(P) The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches</p>	<p>(K) The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.</p> <p>(D) The teacher values both long term and short term planning.</p> <p>(P) As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learns, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).</p> <p>(P) The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p> <p>(P) The teacher creates short- and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>(P) The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.</p>	
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	<p>accordingly.</p> <p>Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p> <p>(K) The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.</p> <p>(P) The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.</p> <p>(P) The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.</p> <p>(P) The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.</p> <p>Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.</p> <p>(P) The educator plans and teaches lessons in which all students apply technology and other instructional</p>		
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	tools and resources appropriately and effectively.		
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>E. The candidate will be able to adapt instruction for student diversity and individual needs.</p>	<p>Standard 1: The educator demonstrates the ability to use the central concepts, tools, of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.</p> <p>(P) The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.</p> <p>Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.</p> <p>(P) The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.</p> <p>(P) The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</p> <p>(P) The educator seeks to discover students' thinking and experiences as a</p>	<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>(D) The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.</p> <p>(P) The teacher develops and uses curricula that encourage students to see, question and interpret ideas from diverse perspectives.</p> <p>Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>(D) The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.</p> <p>(D) The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.</p> <p>(P) The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.</p> <p>(P) The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students'</p>	<p>Proposition 1: Teachers are committed to students and their learning.</p> <p>Teachers recognize individual differences in their students and adjust their practice accordingly.</p> <p>Proposition 1: Teachers are committed to students and their learning.</p> <p>Teachers treat students equitably.</p> <p>Proposition 3: Teachers are responsible for managing and monitoring student learning.</p> <p>Teachers place a premium on student engagement.</p>

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	<p>basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</p> <p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(K) The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.</p> <p>(K) The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.</p> <p>(K) The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.</p> <p>(P) The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.</p>	<p>experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</p> <p>(P) The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</p> <p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(K) The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.</p> <p>(K) The teacher knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.</p> <p>(K) The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.</p> <p>(K) The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.</p>	
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	<p>(P) The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.</p> <p>(P) The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.</p> <p>(P) The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.</p> <p>(P) The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p>	<p>(D) The teacher believes that all children can learn at high levels and persists in helping all children achieve success.</p> <p>(D) The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."</p> <p>(P) The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p> <p>(P) The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.</p> <p>(P) The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.</p> <p>(P) The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.</p> <p>(P) The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(P) The teacher varies his or her role in the instructional process (e.g.</p>	
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	<p>(P) The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.</p> <p>(P) The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p> <p>(K) The educator knows how to use contextual considerations (e.g. instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and</p>	<p>instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The teacher understands how cultural and gender differences can affect communication in the classroom.</p> <p>(D) The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.</p> <p>(P) The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).</p> <p>Principle 7: The teacher plans instruction based upon instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>(K) The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.</p>	
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	<p>students' experiences.</p> <p>(K) The educator understands the impact of using data from building, district, state, and national assessments to guide program development.</p> <p>(P) The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p> <p>(P) The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.</p> <p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p> <p>(P) The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p> <p>(K) The educator understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health, and</p>	<p>(K) The teacher knows when and how to adjust plans based on student responses and other contingencies.</p> <p>(P) The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.</p> <p>(P) The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.</p> <p>(P) The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>(P) The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>(K) The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence</p>	
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	<p>economic conditions) may influence students' lives and learning.</p> <p>Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p> <p>(P) The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.</p>	<p>students' life and learning.</p>	
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>F. The candidate will be able to create a smoothly functioning, learning-centered environment.</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(P) The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.</p> <p>(P) The educator creates a learning community in which individual differences are respected.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p> <p>(P) The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage</p>	<p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(P) The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p> <p>(P) The teacher creates a learning community in which individual differences are respected.</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(P) The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.</p>	

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	<p>critical thinking.</p> <p>Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>(K) The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> <p>(P) The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.</p> <p>(P) The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.</p> <p>(P) The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.</p>	<p>Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>(K) The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p> <p>(D) The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.</p> <p>(D) The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.</p> <p>(P) The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making work collaboratively and independently, and engage in purposeful learning activities.</p> <p>(P) The teacher organizes, allocates, and manages the resources of time, space,</p>	
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	<p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners. (P) The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being. (P) The educator participates in collegial activities designed to make the entire school a productive learning environment.</p>	<p>activities, and attention to provide active and equitable engagement of students in productive tasks. (P) The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (P) The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.</p> <p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (P) The teacher participates in collegial activities designed to make the entire school a productive learning environment.</p>	
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn. G. The candidate will be able to use various assessment strategies.</p>	<p>Standard 2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (P) The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social,</p>	<p>Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (P) The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical)</p>	<p>Proposition 3: Teachers are responsible for managing and monitoring student learning. Teachers regularly assess student progress.</p>

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	<p>emotional, moral, and cognitive) and that leads to the next level of development.</p> <p>(P) The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p> <p>(P) The educator constantly monitors and adjusts strategies in response to learner feedback.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(P) The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question).</p> <p>Standard 7: The educator plans</p>	<p>and that leads to the next level of development.</p> <p>(P) The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(P) The teacher constantly monitors and adjusts strategies in response to learner feedback.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(P) The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.</p> <p>Principle 7: The teacher plans</p>	
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	<p>effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p> <p>(K) The educator understands the impact of using data from building, district, state, and national assessments to guide program development.</p> <p>(P) The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.</p> <p>(P) The educator uses data from building, district, state, and national assessments to guide program development.</p> <p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p> <p>(K) The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</p> <p>(K) The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.</p>	<p>instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>(P) The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>(K) The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</p> <p>(K) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.</p> <p>(K) The teacher understands</p>	
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	<p>(K) The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.</p> <p>(P) The educator appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.</p> <p>(P) The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>(P) The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.</p> <p>(P) The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.</p> <p>(P) The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.</p> <p>(P) The educator maintains useful records of student work and performance and communicates student progress</p>	<p>measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.</p> <p>(D) The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.</p> <p>(D) The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.</p> <p>(P) The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.</p> <p>(P) The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>(P) The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.</p> <p>(P) The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting</p>	
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	<p>knowledgeably and responsibly to students, parents, and other colleagues. (P) The educator knows how to align standards, goals, instruction, outcomes, and assessments.</p>	<p>information through observation of classroom interactions, questioning, and analysis of student work. (P) The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. (P) The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.</p>	
<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn. H. The candidate will be able to integrate technology into instruction</p>	<p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading. (K) The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K) The educator knows about and can use effective verbal and non-verbal communication techniques.</p> <p>Standard 12: The educator understands the role of technology in society and</p>	<p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (K) The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (K) The teacher knows about and can use effective verbal, nonverbal, and media communication techniques. (P) The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.</p>	

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	<p>demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.</p> <p>(K) The educator understands different kinds of technologies available to society and the roles these technologies play.</p> <p>(K) The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.</p> <p>(K) The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.</p> <p>(K) The educator understands the sociological, ethical, and economic issues related to technology use.</p> <p>(K) The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.</p> <p>(P) The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.</p> <p>(P) The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.</p> <p>(P) The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.</p>		
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<p>Goal 2: The reflective teacher has knowledge of and can apply pedagogical knowledge to help all children learn.</p> <p>I. The candidate will be able to use individual and group strategies to enhance instruction and learning.</p>	<p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p> <p>(K) The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).</p> <p>Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>(K) The educator understands how social groups function and influence people and how people influence groups.</p> <p>(K) The educator knows how to help students work productively and cooperatively in complex social settings.</p> <p>(P) The educator engages all students in individual and cooperative learning activities that help them develop the</p>	<p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(K) The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).</p> <p>(D) The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.</p> <p>Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(K) The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>(K) The teacher understands how social groups function and influence people, and how people influence groups.</p> <p>(K) The teacher knows how to help people work productively and cooperatively with each other in complex social settings.</p> <p>(D) The teacher values the role of students in promoting each other's learning and recognizes the importance</p>	<p>Proposition 3: Teachers are responsible for managing and monitoring student learning.</p> <p>Teachers orchestrate learning in group settings.</p>
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	<p>motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.</p> <p>(P) The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.</p> <p>(P) The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(P) The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).</p>	<p>of peer relationships in establishing a climate of learning.</p> <p>(P) The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing student to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.</p> <p>(P) The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquire.</p> <p>(P) The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(P) The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).</p>	
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<p>Goal 3: The reflective teacher demonstrates the dispositions of an effective and professional educator.</p> <p>A. The candidate will use effective verbal and nonverbal communication skills with students, parents and colleagues.</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(P) The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.</p> <p>(P) The educator seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).</p> <p>(P) The educator is able to recognize learning problems and collaborate with appropriate special services personnel.</p> <p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning including critical thinking, problem solving, and reading.</p> <p>(P) The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.</p> <p>Standard 6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster</p>	<p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(P) The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.</p> <p>(P) The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).</p> <p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</p> <p>(P) The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.</p> <p>Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster</p>	<p>Proposition 4: Teachers think systematically about their practice and learn from experience.</p> <p>Teachers seek the advice of others and draw on education research and scholarship to improve their practice</p> <p>Proposition 5: Teachers are members of learning communities.</p> <p>Teachers contribute to school effectiveness by collaborating with other professionals.</p> <p>Proposition 5: Teachers are members of learning communities.</p> <p>Teachers work collaboratively with parents.</p>
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	<p>active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The educator recognizes the importance of non-verbal as well as verbal communication.</p> <p>(K) The educator knows about and can use effective verbal and non-verbal communication techniques.</p> <p>(P) The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).</p> <p>(P) The educator develops learner expressions in speaking, writing, and other media.</p> <p>(P) The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question).</p> <p>(P) The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).</p>	<p>active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>(K) The teacher recognizes the importance of nonverbal as well as verbal communication.</p> <p>(K) The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.</p> <p>(D) The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.</p> <p>(P) The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).</p> <p>(P) The teacher supports and expands learner expression in speaking, writing, and other media.</p> <p>(P) The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.</p> <p>(P) The teacher communicates in was that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication</p>	
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	<p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p> <p>(P) The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>(P) The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.</p> <p>Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p> <p>(P) The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and</p>	<p>and participation.</p> <p>Principle 7: The teacher plans instruction based upon instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>(D) The teacher values planning as a collegial activity.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>(P) The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>(P) The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.</p> <p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>(P) The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.</p>	
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	<p>seeking and giving feedback.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p> <p>(P) The educator participates in collegial activities designed to make the entire school a productive learning environment.</p> <p>(P) The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.</p> <p>(P) The educator identifies and uses community resources to foster learning for all students.</p> <p>(P) The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.</p>	<p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>(P) The teacher participates in collegial activities designed to make the entire school a productive learning environment.</p> <p>(P) The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.</p> <p>(P) The teacher can identify and use community resources to foster student learning.</p> <p>(P) The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.</p>	
<p>Goal 3: The reflective teacher demonstrates the dispositions of an effective and professional educator.</p> <p>B. The candidate will be a reflective thinker and practitioner.</p>	<p>Standard 4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.</p> <p>(P) The educator constantly monitors and adjusts strategies in response to learner feedback.</p>	<p>Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>(D) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.</p> <p>(P) The teacher constantly monitors and adjusts strategies in response to learner feedback.</p>	

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	<p>Standard 5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(P) The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.</p> <p>Standard 7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.</p> <p>(P) The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.</p> <p>(P) The educator uses data from building, district, state, and national assessments to guide program development.</p> <p>Standard 8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</p> <p>(P) The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or</p>	<p>Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>(P) The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.</p> <p>Principle 7: The teacher plans instruction based upon instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>(D) The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.</p> <p>(P) The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.</p> <p>Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p>(P) The teacher appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of</p>	
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	<p>his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.</p> <p>(P) The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.</p> <p>Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p> <p>(K) The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.</p> <p>(P) The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the</p>	<p>learners, evaluate students' progress and performances, and modify teaching and learning strategies.</p> <p>(P) The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.</p> <p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>(K) The teacher understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.</p> <p>(D) The teacher values critical thinking and self-directed learning as habits of mind.</p> <p>(D) The teacher is committed to reflection, assessment, and learning as an ongoing process.</p> <p>(P) The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p> <p>Principle 10: The teacher fosters relationships with school colleagues,</p>	
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	<p>larger community to support all students' learning and well-being.</p> <p>(P) The educator participates in collegial activities designed to make the entire school a productive learning environment.</p> <p>(P) The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.</p> <p>(P) The educator identifies and uses community resources to foster learning for all students.</p> <p>(P) The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.</p> <p>(P) The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</p>	<p>parents, and agencies in the larger community to support students' learning and well-being.</p> <p>(P) The teacher participates in collegial activities designed to make the entire school a productive learning environment.</p> <p>(P) The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.</p> <p>(P) The teacher can identify and use community resources to foster student learning.</p> <p>(P) The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.</p> <p>(P) The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</p>	
<p>Goal 3: The reflective teacher demonstrates the dispositions of an effective and professional educator.</p> <p>C. The candidate seeks opportunities for professional growth.</p>		<p>Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>(D) The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.</p> <p>(D) The teacher is committed to</p>	<p>Proposition 4: Teachers think systematically about their practice and learn from experience.</p> <p>Teachers seek the advice of others and draw on education research and scholarship to improve their practice.</p> <p>Proposition 5: Teachers are members of learning communities.</p> <p>Teachers contribute to school effectiveness by collaborating with other professionals.</p>

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	<p>Standard 9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).</p> <p>(K) The educator is aware of major areas of research on teaching and of resources available for professional learning.</p> <p>(P) The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.</p>	<p>continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.</p> <p>Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>(K) The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).</p> <p>(D) The teacher is willing to give and receive help.</p> <p>(D) The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.</p> <p>(P) The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</p> <p>(P) The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.</p> <p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</p> <p>(D) The teacher is willing to consult with other adults regarding the education</p>	
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	<p>Standard 11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.</p> <p>(P) The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.</p> <p>Standard 12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.</p> <p>(P) The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.</p>	<p>and well-being of his/her students.</p> <p>(D) The teacher is willing to work with other professionals to improve the overall learning environment for students.</p>	
<p>Goal 3: The reflective teacher demonstrates the dispositions of an effective and professional educator.</p> <p>D. The candidate values and demonstrates ethical and professional behavior.</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(K) The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.</p>		

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	<p>issues related to technology use.</p> <p>Standard 13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.</p> <p>(K) The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.</p> <p>(K) The educator understands how educational policy is formulated and how it affects classroom practices.</p> <p>(K) The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.</p> <p>(P) The educator supports policies and practices that promote student welfare and development.</p> <p>(P) The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.</p>		
<p>Goal 3: The reflective teacher demonstrates the dispositions of an effective and professional educator.</p> <p>E. The candidate demonstrates care and respect for all students including those representative of a diverse population.</p>	<p>Standard 3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.</p> <p>(P) The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.</p> <p>(P) The educator creates a learning community in which individual differences are respected.</p>	<p>Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>(D) The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</p> <p>(D) The teacher makes students feel valued for their potential as people, and helps them learn to value each other.</p> <p>(P) The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.</p> <p>(P) The teacher creates a learning</p>	<p>Proposition 1: Teachers are committed to students and their learning. Teachers’ mission extends beyond developing the cognitive capacity of their students.</p>

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	<p>experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.</p> <p>Standard 10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.</p> <p>(P) The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</p>	<p>and progress from parents, other colleagues, and the students themselves.</p> <p>Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>(D) The teacher values and appreciates the importance of all aspects of a child's experience.</p> <p>(D) The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.</p> <p>(P) The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</p> <p>(P) The teacher acts as an advocate for students.</p>	
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Note: KSDE Standards (K)—Knowledge, (P)—Performances
INTASC Standards (K)—Knowledge, (D)—Dispositions, (P)—Performances