

INTASC Standards and Program Expectation Statements

A **Community of Teachers (CoT)** prepares teachers who value the empowerment of individuals, the personalization of learning settings, and learning experiences based in the real world. **CoT** acts on these values by providing its teacher candidates with similar learning environments during their preparation. Completion of the program is not accomplished by accumulating course credits. Rather, students demonstrate, whenever possible, their actual performance as teachers in school settings. In accordance with the state of Indiana's ten principles of performance, correlates of the national Interstate New Teacher Assessment Standards Consortium (INTASC) standards, we expect our teacher candidates to demonstrate the following abilities:

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.

- 1.1: Subject Matter.** Our teacher candidates will be able to demonstrate their knowledge of and commitment to subject matter through their teaching.
- 1.2: Teacher as Learner.** Our teacher candidates will be able to demonstrate that they are effective models of the learning process.
- 1.3: Learning Materials.** Our teacher candidates will be able to demonstrate that they can critically review learning materials.
- 1.4: Teaching Reading and Writing.** Our teacher candidates will be able to demonstrate that they can effectively incorporate reading, writing, and thinking activities into their day-to-day instruction.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

- 2.1: Individual Development.** Our teacher candidates will be able to demonstrate that they understand the cultural, physical, cognitive, psychological, and social-emotional dimensions of their students' development.
- 2.2: Self-Directed Learners.** Our teacher candidates will be able to demonstrate that they can help their students to better manage their own learning.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 3.1: Using School Specialists.** Our teacher candidates will be able to demonstrate that they are aware of their own strengths and limitations and that they can respond to their students' specific needs by seeking the help of others when appropriate.
- 3.2: Multicultural Understanding.** Our teacher candidates will be able to demonstrate that they can function effectively in multicultural settings.
- 3.3: Diverse Learners.** Our teacher candidates will be able to demonstrate that they can function effectively with their students with diverse abilities and/or special needs.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 4.1: Teaching for Problem-Solving.** Our teacher candidates will be able to demonstrate that they can develop their students' critical thinking, decision-making, and inquiry abilities.
- 4.2: Variety in Instruction.** Our teacher candidates will be able to demonstrate that they can

employ a variety of instructional approaches.

4.3: Technology. Our teacher candidates will be able to demonstrate that they can use state-of-the-art communication and information technologies (CITs) to enhance their teaching.

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.

5.1: Fostering a Sense of Community. Our teacher candidates will be able to demonstrate that they can employ a variety of approaches to foster a sense of community within the groups of students with which they work.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.1: Verbal Communication. Our teacher candidates will be able to demonstrate that they can write, speak, and listen effectively.

6.2: Learning from Others. Our teacher candidates will be able to demonstrate that they can facilitate their students' learning in a variety of group situations.

6.3: Empowering Students. Our teacher candidates will be able to demonstrate that they can effectively empower their students to exercise their rights responsibly.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.1: Curriculum Development. Our teacher candidates will be able to demonstrate that they can develop curricula appropriate for their students.

7.2: Community Resources. Our teacher candidates will be able to demonstrate that they can effectively interact with community services and personnel to enhance their students' learning.

7.3: Forthrightness. Our teacher candidates will be able to demonstrate that they can respond credibly and forthrightly to the questions that their students may have.

7.4: Personalizing Learning. Our teacher candidates will be able to demonstrate that they can personalize the learning of their students by working with them and their families to develop individually meaningful learning programs.

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.

8.1: Information About Students. Our teacher candidates will be able to demonstrate that they can systematically gather information regarding their students' performance in school.

8.2: Evaluating Students' Learning. Our teacher candidates will be able to demonstrate that they can employ a variety of assessment tools and strategies to evaluate their students' work.

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.

9.1: Expressing Convictions. Our teacher candidates will be able to demonstrate that they can participate in salient debates on major social issues and also create a climate that encourages similar behavior in their students.

9.2: Human Rights. Our teacher candidates will be able to demonstrate that they understand and appreciate universal human rights and are committed to taking action to improve them.

9.3: Professional Development. Our teacher candidates will be able to demonstrate that they can assess their current professional effectiveness and identify means to increase that effectiveness.

9.4: Examining One's Practice. Our teacher candidates will be able to demonstrate that they possess a propensity to ask questions about their teaching and their students' learning and can design means to answer those questions.

9.5: Initiating Change. Our teacher candidates will be able to demonstrate that they can effectively engage in reform efforts at the school level.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

10.1: Families as Allies. Our teacher candidates will be able to demonstrate that they can build sound relationships with parents and other family members to enlist them as allies in promoting the learning of their children.

10.2: Collaboration. Our teacher candidates will be able to demonstrate that they can collaborate with colleagues and other professionals to the benefit of their students.

10.3: Resolving Interpersonal Differences. Our teacher candidates will be able to demonstrate that they can directly and constructively resolve interpersonal problems and conflicts with colleagues.