

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:

I. 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.

Subject Matter (#1)

Teaching Reading and Writing (#2)

Curriculum Development (#4)

Professional Growth (#14)

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

Individual Development (#3)

Self-Directed Learners (#6)

Extracurricular Activities (#16)

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

Diverse Learners (#7)

Multicultural Understanding (#10)

School and Community Specialists (#12)

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

Instructional Strategies (#5)

V. 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.

Classroom Management (#8)

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

Self-Directed Learning (#6)

Learning From Others (#9)

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

Curriculum Development (#4)

VIII. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Evaluating Students' Learning (#11)

IX. 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.

Professional Growth (#14)

Expressing Convictions (#15)

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

Collaboration (#13)

Equity and School Law (#16)

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