

## TEACHER ASSISTING

### What is Teacher Assisting?

Teacher Assisting is the Grand Valley State University junior-year practicum for secondary teacher candidates. The teacher assistant is assigned to a school for 14-15 weeks\*, for the equivalent of five half days per week, and is required to attend four hours of seminar weekly, in addition to as many as three other courses on campus. It is the College of Education's philosophy to place its candidates in the classroom prior to student teaching to enable greater understanding of self and career choice. Since the Teacher Assistant has already completed structured classroom observations during pre-requisite classes, he/she is already to assume an instructional role quite early in the semester.

### What may Teacher Assistants do?

The Grand Valley State University faculty member assigned to coordinate your Teacher Assistant's experience will meet with you shortly after the beginning of the semester to help you plan a program that fits your needs as well as those of the Teacher Assistant. Generally, your Teacher Assistant will be required to work with your students, under your supervision, and will be guided by you and the University Coordinator in:

- \* lesson planning
- \* classroom management
- \* instructional practices
- \* the use of audio-visual equipment
- \* evaluation procedures
- \* other activities that are part of the teaching process.

Your Teacher Assistant should:

- \* work directly with students individually and in groups
- \* assist with all teaching duties
- \* teach prepared lessons under your supervision
- \* assist with non-teaching duties (such as paperwork)
- \* become familiar with your textbooks and curriculum in scope and sequence
- \* collect resource materials

## A Suggested Timetable for GVSU ED 331 Students

As Field Coordinators for Teacher Assistants, we are often asked what teaching responsibilities \*Teacher Assistants should and can assume during their experience. What follows is a suggested list of responsibilities and a scope of activities. Please feel free to call us with questions or concerns.

### Objective 1 - General Orientation To Teaching

Your Teacher Assistant should get to know you and the students and become acquainted with the classroom, school, and general schedule. Introduce them to other school personnel and your curriculum guideline, student code of conduct, student and teacher handbooks, teacher contract.

### Objective 2 – Progressing Into Teaching

#### Tutoring

During this period, the Teacher Assistant can work one-on-one with individual students (testing or offering remedial help, for example), circulate during seatwork, and continue to learn the school's various functions and your many responsibilities.

#### Small Group Supervision

During this period Teacher Assistants may begin working with students in small group instruction. This may include working with students on group projects, groups in library, etc.

#### Large Group Activities

This is the period where the Teacher Assistant moves from being an assistant to actively participating in the teaching process. Teacher Assistants should increase their time with one or more small groups, have increased responsibility with classroom clerical duties, and be comfortable directing whole group activities. (giving spelling tests and directing rather structured activities, for example)

#### Whole Group Instruction

We encourage cooperating teachers to allow their Teacher Assistants increased instructional activities in the classroom. We suggest as a minimum one class for three weeks up to three classes for three weeks. Deviation to the above should only be made in conjunction with the College of Education from GVSU.

### Objective 3 – Visitations

In other classrooms/buildings in their major and minor area of concentration should take place the last two/three weeks of their Teacher Assisting placement, i.e. possible teaching in their minor area of concentration could take place during this time.

\*Teacher Assistants follow the GVSU 15 week semester schedule. They are required to be in their field placement Monday through Friday for the first four hours of the public school day. Afternoons are designed for course work and seminars. Your teacher assistant's responsibility is to the university at these times. Teacher Assistants **may not be**

excused from class or a seminar to attend **Parent Teacher Conferences** or any other school event that is in conflict with the university. We thank you in advance for your cooperation.

### **What is the role of the University Coordinator?**

The Grand Valley State University faculty member serving as Coordinator between your school and the university will visit you and your Teacher Assistant periodically to determine levels of progress and offer assistance when appropriate. The Coordinator is a trained observer of teacher performance and has been a classroom teacher prior to appointment at Grand Valley State University. Generally, it is the same Coordinator who teaches (or team teaches) the weekly seminars. The Coordinator will work closely with you and your Teacher Assistant in the evaluation process. Please contact your Coordinator if you have any questions or concerns as to your Teacher Assistant's progress.

### **What is the role of major field advisors for Secondary Teacher Assistants?**

At the secondary level, a field advisor from the student's major department will make at least three visits to observe the Teacher Assistant teaching a class. Exceptions to this frequency of visits are those which offer separate methodology courses, such as Art, Music, and Physical Education. The primary responsibilities of this field advisor include observing the student's classroom performance with respect to teaching effectiveness in the content area of the major, communicating with the supervising teacher to assess the level of knowledge in the major field, and leading the content area seminar taken in conjunction with the Teacher Assistant experience.

### **What can the Cooperating School/Teacher do to be helpful during this time?**

Since your Teacher Assistant will be in your school predominantly half days only, it will be impossible to provide the continuity of instructional techniques and processes available to a student teacher. Therefore, you may find it helpful to:

1. Meet initially with your Teacher Assistant to discuss your expectations of his/her role in your classroom.
2. Provide feedback on a regular basis, which directly and honestly addresses the responsibilities and performance of your Teacher Assistant. This feedback should be specific, focused on behavior, and aimed at improving and maintaining performance.
3. Allow your Teacher Assistant to study the teacher's editions of your texts.
4. Provide a schedule of a typical week in your class.
5. Introduce your Teacher Assistant to other faculty, administration, parents, and assisting personnel.
6. Familiarize your Teacher Assistant with all school policies, forms, and building facilities.
7. Assist your Teacher Assistant in understanding the uses of all school A-V and office equipment.
8. Remain sensitive to your Teacher Assistant's level of confidence and special abilities.
9. Keep your University Coordinator informed of your Teacher Assistant's progress.
10. Encourage reflection by your Teacher Assistant regarding strategies used during a lesson, outcomes resulting from the lesson, and how the lesson might have been presented differently.

## What do Teacher Assistants learn in their seminars?

The required weekly hours of accompanying seminars are designed to build connections between theory and practice. The Teacher Assistant's school observations and responsibilities place the study of learning theory and methodology into sharper perspective. Seminars are planned to assist the student in:

- \* **Methodology** - studying and comparing a variety of teaching methods and techniques.
- \* **Instruction** - planning for instruction, evaluating instruction, and motivating learning.
- \* **Management** - studying various management programs dealing with student control and discipline.

Grand Valley State University Secondary Teacher Assistants meet weekly with the field advisor from their certifiable major. This seminar is held in addition to the College of Education seminar and is designed to deal with methods and planning for the particular major.

## How are Teacher Assistants evaluated?

### Informal Evaluation

The evaluation of our teacher candidates is continuous and includes informal as well as formal processes. Informal sessions worked into your daily/weekly routine serve to inform the Assistant of your expectations and criteria for effectiveness. Your honest critiques enhance the Teacher Assistant's learning, even when it is critical rather than completely laudatory in nature.

### Formal Evaluation

**Midterm:** At midterm, please complete the Practicum Performance Evaluation Form (see sample beginning on page 7). The major purpose of evaluation is growth in teaching effectiveness.

**Final:** At the end of the semester, please complete the Practicum Performance Evaluation Form and checklist we have provided for you in this document. Complete the Practicum Performance Evaluation Form and checklist and return them with the grade sheet you will be provided via your Teacher Assistant.

## Professionalism

One of the most important elements of being a teacher/educator is the belief that we are professionals. Being part of a profession carries with it certain perceptions and expectations. The guidelines that follow are twofold. They provide the College of Education's Cooperating Teachers and practicum students with professional expectations (i.e. expectations during the practicum semester).

Professionalism means:

- Always being prompt (for seminars and daily field experiences)
- Always being attentive and interested in the task and the people involved in the task (get to know the people in your building)
- Exhibiting curiosity about your profession (join professional organizations as soon as you can, attend seminars and workshops)
- Always exploring other avenues to produce the best (the traditional way of teaching might not always be the best for your students) techniques
- Being genuinely concerned about your students, academically and emotionally (these are your students, who parents have entrusted you)
- Showing a desire to help peers and others in achieving goals (being a team player enhances your abilities and others)
- Being willing to devote time to the demands of the profession (serving on committees, attending parent-teacher conferences show commitment)
- Keeping negative feelings to yourself (your coordinator is there to assist with concerns)
- Communicating concerns through the appropriate channels (in any organization there is a level of command and procedures to follow)
- Establishing a link with peers, coordinators, and school personnel (networking and establishing support systems are vital)
- Finding ways to assess your progress and successes (make a list of your positives and potentials)
- Modeling positive elements consistently and serving as an appropriate role model for students
- Demonstrating: dependability, punctuality, honesty and integrity
- Demonstrating: appropriate humor and tact, curiosity and creativity
- Exhibiting industriousness and initiative
- Demonstrating appropriate dress, cleanliness and manners

ED 331  
Teacher Assisting

<u>Activity</u>	<u>Date Completed</u>
1. Attend school orientations	_____
2. Introduce yourself to the principal, secretarial staff, counseling staff, and custodial staff	_____
3. Review the faculty handbook	_____
4. Review the student handbook	_____
5. Review emergency procedures (fire drill, lock downs)	_____
6. Review the curriculum for the subjects you will teach	_____
7. Schedule to observe the teachers in your department	_____
8. Schedule to observe in your minor	_____
9. Observe instruction in other disciplines, special education, the arts, media and technology, and specialty programs	_____
10. Plan a lesson collaboratively with your cooperating teacher	_____
11. Team teach a lesson(s) with your cooperating teacher	_____
12. First field coordinator observation targeted for September 30	_____
13. Attend at least one co-curricular activity	_____
14. Observe students in a variety of settings, e.g., cafeteria, media center	_____
15. Second field coordinator observation targeted for October 30	_____
16. Discuss special needs students with your cooperating teacher	_____
17. Review a CA 60 file with your cooperating teacher	_____
18. Talk with your cooperating teacher about 504's and IEPC's	_____
19. Attend at least one staff meeting	_____
20. Third field coordinator observation targeted for November 30	_____
21. Invite the principal to observe you teach	_____
22. DAYS ABSENT	_____

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

<b>(ED 331, 332) Assessment of Record 2 Practicum Performance Evaluation</b>
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**Course Outcomes and Standards**

- INTASC Standard 1: Discipline Knowledge & Understanding
- INTASC Standard 2: Understanding Student Development
- INTASC Standard 6: Effective Communication Skills
- INTASC Standard 7: Instruction and Curriculum Planning
- INTASC Standard 9: Reflective Practice

**Instructions to University Coordinator and Cooperating Teacher:**

Please evaluate this practicum student's level of performance based on the indicators provided, both at the mid-term and final. Please be sure to share this evaluation with your student and keep this form until the end of the student's experience. *It should be noted that the Practicum Performance Evaluation Form is used primarily to assist the College of Education in the assessment of its program and not as a method of assigning a letter grade for the semester.*

The College of Education's performance indicators are based upon INTASC [Interstate New Teacher Assessment and Support Consortium Standards]. INTASC is comprised of ten standards with knowledge, dispositions, and performance indicators.

**Levels of Performance:**

*3 = Distinguished* - The practicum students at this level have mastered the concepts. The classroom is a community of learners where students are highly motivated and engaged and assume responsibility for learning.

*2 = Proficient* - The practicum student clearly understands the concepts underlying the components and implements it well.

*1 = Progressing* - If the practicum student appears to understand the concepts underlying the component and attempts to implement its elements, implementation is sporadic, intermittent, or otherwise not entirely successful; additional work is needed before the student teacher will be proficient in this area.

*0 = Unsatisfactory* - The practicum student does not yet appear to understand the concepts underlying the component.

**Some Guiding Principles:**

The "Distinguished" level is reserved for outstanding performance and therefore should not be selected commonly. A practicum student should not expect to receive the "Distinguished" rating unless his or her performance is or has been exceptional, at his/her particular level of practicum. This does not mean that you are prohibited from rating your practicum student, as you deem appropriate.

## Rubric for Practicum Performance Evaluation

Element	Distinguished - 3	Proficient - 2	Progressing – 1	Unsatisfactory – 0
<b>INTASC: 1 Discipline Knowledge and Understanding</b> Candidate develops/uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives	Curricula developed encourage students to actively participate through discussion, questioning, and interpreting diverse perspectives.	Curricula used encourage students to participate through discussion, questioning, and sharing other perspectives.	Curricula used have students participate on a moderate level through discussion.	Students discuss the curricula minimally.
<b>INTASC: 2 Understanding Student Development</b> Candidate assesses individual and group performances to design instruction that meet learners' current needs.	Candidate is highly effective assessing individual and group performances and designing instruction that meet learners' current needs.	Candidate is effective assessing individual and group performances and designing instruction that meet learners' current needs.	Candidate is somewhat effective assessing group performances and designing instruction that meet the needs of the whole class.	Candidate is ineffective assessing group performances and in designing instruction.
<b>INTASC: 6 Effective Communication Skills</b> Candidate models effective communication strategies and knows how to ask questions that stimulate discussion.	Candidate's spoken and written language is correct and expressive, using well-chosen vocabulary. Candidate's questions are of high quality and stimulate class discussions by assuring all voices are heard in the classroom.	Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to age group. Questions are of high quality and most students are engaged in the discussion.	Candidate's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is limited or not appropriate to age level. Questions are of high and low quality. Some students are engaged.	Candidate's spoken language is inaudible, or written language is illegible, both may contain grammar and/or syntax errors. Vocabulary is not age level appropriate. Questions are of poor quality with few students engaged.
<b>INTASC: 7 Instruction and Curriculum Planning</b> Candidate creates/plans learning opportunities, lessons, and activities that address various learning styles and meet the developmental/individual needs of diverse learners.	Candidate creates/plans learning opportunities, lessons, and activities that are highly relevant to students and address their various learning styles. Instruction effectively meets the developmental and individual needs of diverse learners.	Candidate creates/plans learning opportunities, lessons, and activities that are mostly suitable to and supportive of instructional goals. Instruction meets the developmental and individual needs of diverse learners.	Candidate creates/plans some learning opportunities, lessons, and activities that are suitable and supportive of instructional goals. Instruction attempts to meet the developmental and individual needs of diverse learners	Learning opportunities, lessons, and activities that are not suitable to and supportive of instructional goals. Instruction does not address the individual needs of diverse learners.
<b>INTASC: 9 Reflective Practice</b> Candidate uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on, and revising practice.	Candidate makes a thoughtful and accurate assessment of a lesson or unit's effectiveness, and offers alternatives and suggestions for change. Candidate is highly effectively using observations and research to evaluate teaching and learning outcomes.	Candidate makes an accurate assessment of a lesson or unit's effectiveness and makes a few specific suggestions of what may be tried the next time the lesson is taught. Candidate effectively uses observations and research to evaluate teaching and learning outcomes.	Candidate has a generally accurate impression of a lesson's effectiveness and makes general suggestions about how a lesson may be improved. Candidate is moderately effective using observations to evaluate teaching and learning outcomes.	Candidate does not know if a lesson was effective and has no suggestions for how a lesson may be improved. Candidate does not use observations to evaluate teaching and learning outcomes.

Midterm Evaluation  
Teacher Assisting/Student Teaching

Name of Teacher Assistant/Student Teacher

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Name of Cooperating Teacher

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*Provide a brief description of the teacher assistant's/student teacher's performance related to the INTASC Standards.*

*The Candidate's: Discipline Knowledge and Understanding; Understanding Student Development*

*The Candidate's: Use of Instructional Variety; Instruction and Curriculum Planning; Assessment: Learners & Strategies*

*The Candidate's: Creation of Learning Environments; Use of Effective Communication Skills*

*The Candidate's: Reflective Practices; Relationships with Colleagues and the Community*

## INTASC Standards

**Standard #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.**

### KNOWLEDGE

1.K.1 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.K.2 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1.K.3 The teacher can relate his/her disciplinary knowledge to other subject areas.

### DISPOSITIONS

1.D.1 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.

1.D.2 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.D.3 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.D.4 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

### PERFORMANCES

1.P.1 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1.P.2 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

1.P.3 The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

1.P.4 The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

1.P.5 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

1.P.6 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

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

### **KNOWLEDGE**

2.K.1 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.

2.K.2 The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.K.3 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.

### **DISPOSITIONS**

2.D.1 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

2.D.2 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

### **PERFORMANCES**

2.P.1 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.

2.P.2 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.

2.P.3 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.

**Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.**

### **KNOWLEDGE**

3.K.1 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 student's strengths as the basis for growth.

3.K.2 The teacher knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.

3.K.3 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.

3.K.4 The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

3.K.5 The teacher has a well--grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

### **DISPOSITIONS**

3.D.1 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.D.2 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

3.D.3 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.D.4 The teacher is sensitive to community and cultural norms.

3.D.5 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

### **PERFORMANCES**

3.P.1 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

3.P.2 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

3.P.3 The teacher makes appropriate provision (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

3.P.4 The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

3.P.5 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).

3.P.6 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.

3.P.7 The teacher creates a learning community in which individual differences are respected.

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

#### **KNOWLEDGE**

4.K.1 The teacher understand 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.

4.K.2 The teacher understands the 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).

4.K.3 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).

#### **DISPOSITIONS**

4.D.1 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.D.2 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.

4.D.3 The teacher values the use of educational technology in the teaching and learning process.

## PERFORMANCES

4.31 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).

4.32 The teacher uses multiples teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

4.33 The teacher constantly monitors and adjusts strategies in response to learner feedback.

4.34 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.

4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspective to encourage critical thinking.

4.36 The teacher uses educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and for advanced levels of learning.

**Standard #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.**

## KNOWLEDGE

5.K.1 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.

5.K.2 The teacher understands how social groups function and influence people, and how people influence groups.

5.K.3 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

5.K.4 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.

5.K.5 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

## **DISPOSITIONS**

5.D.1 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5.D.2 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

5.D.3 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

5.D.4 The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.

5.D.5 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

## **PERFORMANCES**

5.P.1 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.

5.P.2 The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5.P.3 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.P.4 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.

5.P.5 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 inquiry.

5.P.6 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

5.P.7 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

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

### **KNOWLEDGE**

6.11 The teacher understands communication theory, language development, and the role of language in learning.

6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.

6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.

6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

### **DISPOSITIONS**

6.D.1 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

6.D.2 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6.D.3 The teacher is a thoughtful and responsive listener.

6.D.4 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.

### **PERFORMANCES**

6.P.1 The teacher models effective communications 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).

6.P.2 The teacher supports and expands learner expression in speaking, writing, and other media.

6.P.3 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 stimulate students to question.

6.P.4 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).

6.P.5 The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, including educational technology, to enrich learning opportunities.

**Standard #7: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**

### **KNOWLEDGE**

7.K.1 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.

7.K.2 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.

7.K.3 The teacher knows when and how to adjust plans based on student responses and other contingencies.

### **DISPOSITIONS**

7.D.1 The teacher values both long term and short term planning.

7.D.2 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

7.D.3 The teacher values planning as a collegial activity.

### **PERFORMANCES**

7.P.1 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, 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).

7.P.2 The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

7.P.3 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.

7.P.4 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.

7.P.5 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.

**Standard #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.**

### **KNOWLEDGE**

8.K.1 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 and technology will support their further growth and development.

8.K.2 The teacher knows how to select, construct, and use assessment strategies, technology and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.K.3 The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

### **DISPOSITIONS**

8.D.1 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.

8.D.2 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

### **PERFORMANCES**

8.P.1 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 student's progress and performances, and modify teaching and learning strategies.

8.P.2 The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

8.P.3 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.

8.P.4 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

8.P.5 The teacher monitors her/his own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

8.P.6 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/guardians, and other colleagues.

**Standard #9: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

### **KNOWLEDGE**

9.K.1 The teacher understands the historical and philosophical foundations of education.

9.K.2 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.

9.K.3 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).

### **DISPOSITIONS**

9.D.1 The teacher values critical thinking and self-directed learning as habits of mind.

9.D.2 The teacher is committed to reflection, assessment, and learning as an ongoing process.

9.D.3 The teacher is willing to give and receive help.

9.D.4 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9.D.5 The teacher recognizes her/his professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

### **PERFORMANCES**

9.P.1 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.

9.P.2 The teacher seeks out professional literature, colleagues, and other resources to support her/his own development as a learner and a teacher.

9.P.3 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.

**Standard #10: The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.**

### **KNOWLEDGE**

10.K.1 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.

10.K.2 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.

10.K.3 The teacher understands and implements laws related to student's rights and teacher responsibilities (e.g. for equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

### **DISPOSITIONS**

10.D.1 The teacher values and appreciates the importance of all aspects of a child's experience.

10.D.2 The teacher is concerned about all aspects of child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

10.D.3 The teacher respects the privacy of students and confidentiality of information.

10.D.4 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.

10.D.5 The teacher is willing to work with other professionals to improve the overall learning environment for students.

### **PERFORMANCES**

10.P.1 The teacher participates in collegial activities designed to make the entire school a productive learning environment.

10.P.2 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.

10.P.3 The teacher can identify and use community resources to foster student learning.

10.P.4 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.

10.P.5 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.

10.P.6 The teacher acts as an advocate for students.