

**EDC 210**

**Standards of Effective Practice for Teachers**

Standard 1. Subject Matter. A teacher must understand the central concepts, tools of inquiry, and structures of the discipline taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:

Standard 2. Student Learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

Standard 3. Diverse Learning. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

<b>Subsection</b>	<b>Description</b>	<b>Courses</b>	<b>EDC 210</b>
D	understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;		X
E	understand how a student's learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values		X
F	understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;		X
H	understand cultural & community diversity; and know how to learn about & incorporate a student's experiences, cultures, and community resources into instruction;		X
J	know about community and cultural norms;		X
P	bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;		X
Q	develop a learning community in which individual differences are respected.		X

Standard 4. Instructional Strategies. A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

Standard 5. Learning Environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

Subsection	Description	Courses	EDC 210
C	understand how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations		X
P	develop expectation for student interaction academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, & learning		X

Standard 6. Communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

D	know effective verbal, nonverbal, and media communication techniques;		X
H	use effective communication strategies in conveying ideas and information and in asking questions		X
I	support and expand learner expression in speaking, writing, and other media;		X

Standard 7. Planning in Instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, community, and curriculum goals. The teacher must:

Standard 8. Assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

Standard 9. Reflection and Professional Development. A teacher must be a reflective practitioner who continually evaluates the effects of choices

and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

Subsection	Description	Courses	EDC 200
A	understand the historical and philosophical foundation of education;		X
B	understand methods of inquiry, self-assessment, and problem solving strategies for use in professional self-assessment;		X
D	know major areas of research on teaching and of resources available for professional development;		X
E	understand the role of reflection and self-assessment on continual learning;		X
F	understand the value of critical thinking and self-directed learning;		
G	understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;		X
I	use professional literature, colleagues, and other resources to support development as both a student and a teacher;		X
K	understand standards of professional conduct in the Code of Ethics for MN Teachers in part 8700.7500;		X
L	understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.		X

Standard 10. Collaboration, Ethics, and Relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being. The teacher must:

Subsection	Description	Courses	EDC 200
A	understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;		X
C	understand student rights and teacher responsibilities to equal education, appropriate education for students		

	with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;	X
F	understand data practices;	X
L	understand mandatory reporting laws and rules.	X



















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