

EDC 410**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:

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| B | know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents; | | X |
| L | use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes; | | X |
| M | accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes; | | X |
| N | identify when and how to access appropriate services or resources to meet exceptional learning needs; | | 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:

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| C | understand how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; | | X |
| K | use different motivational strategies that are likely to encourage continuous development of individual learner abilities; | | 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:

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:

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| E | select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes; | | X |
| K | monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals; | | X |
| M | responsibly communicate student progress based on appropriate indicators to students, parents, guardians, and other colleagues. | | X |

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:

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| C | understand the influences of the teacher's behavior on student growth and learning; | | X |
| G | understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues; | | X |
| J | collaboratively use 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; | | 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:

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| B | understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning; | | 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 |
| D | understand the concept of addressing the needs of the whole learner; | | X |
| F | understand data practices | | X |
| G | collaborate with other professionals to improve the overall learning environment for students; | | X |

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| I | consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments; environments; | X |
| J | identify and use community resources to foster student learning; | X |
| K | establish productive relationships with parents and guardians in support of student learning and well being; and | X |
| L | understand mandatory reporting laws and rules | X |