

EED 320**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:

Subsection	Description	Courses	EED 320
G	evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness presenting particular ideas and concepts;		X
I	develop and use curricula that encourage students to understand, analyze, interpret, and apply ideas from varied perspectives;		X

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:

Subsection	Description	Courses	EED 320
D	use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;		X
F	link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks;		X
G	use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction and eliciting oral, written, and other samples of student thinking.		X

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:

Subsection	Description	Courses	EED 320
M	accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, & response modes;		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:

Subsection	Description	Courses	EED 320
C	understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;		X
F	demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;		X
G	design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;		X
I	monitor and adjust strategies in response to learner feedback;		X

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	EED 320
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:

Subsection	Description	Courses	EED 320
K	use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.		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:

Subsection	Description	Courses	EED 320
A	understand theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;		X
B	plan instruction using contextual considerations that bridge curriculum and student experiences;		X
C	plan instructional programs that accommodate individual student learning styles & performance modes		X
D	create short-range and long-range plans that are linked to student needs and performance;		X
E	plan instructional programs that accommodate individual student learning styles & performance modes		X
F	design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;		X
G	implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;		X
H	evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.		X

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:

Subsection	Description	Courses	EED 320
A	be able to assess student performance toward achievement of the MN graduation standards under chapter 3501;		X
C	understand the purpose of and differences between assessment and evaluation;		X
E	select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;		X
F	use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;		X
G	use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;		X
H	use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;		X
K	monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;		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:

Subsection	Description	Courses	EED 320
D	know major areas of research on teaching and of resources available for professional development;		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: