

ESE 325

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
		ESE 325
C	connect disciplinary knowledge to other subject areas and to everyday life;	X
J	design interdisciplinary learning experience that allow students to integrate knowledge, skills and methods of inquiry across several subject areas.	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:

D	use a student's strengths as a basis for growth, and a student's errors as opportunities for learning'	X
E	assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral and physical domains;	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; and	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	ESE 325
A	understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligence's; and know how to design instruction that uses a student's strengths as the basis for continues learning;		X
K	identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;		X
L	use teaching approaches that are sensitive to the varied experiences of students and that address 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

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:

A	understand Minnesota's graduation standards and how to implement them;		X
C	understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;		X
E	nurture the development of student critical thinking thinking, independent problem solving, and performance capabilities;		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 interest;		X

H	use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;	X
I	monitor and adjust strategies in response to learner feedback;	X
J	vary the instructional process to address the content and purposes of instruction and the needs of students;	X
K	develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking; and	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	ESE 325
C	understand how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;		X
D	know how to help people work productively and cooperatively with each other in complex social settings;		X
E	understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation and purposeful learning in the classroom;		X
H	establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;		X
K	use different motivational strategies that are likely to encourage continuous development of individual learner abilities;		X

L	design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;	X
M	engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to student's personal interests, allowing students to have choices in their learning, and leading students to ask questions & pursue problems that are meaningful to them and the learning;	X
N	organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;	X
O	maximize 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;	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:

J	know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and	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:

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 and 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 and 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

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:

A	be able to assess student performance toward achievement of the MN graduation standards under chapter 3501;	X
B	understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-references and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;	X
C	understand the purpose of and differences between assessment and evaluation;	X

D	understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;	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 test, 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
I	implement students' self-assessment activities to help help them identify their own strengths and needs and to encourage them to set personal goals for learning;	X
J	evaluate the effect of class activities on both individuals and the class as a whole using information using information gained through observation of classroom interactions, questioning and analysis of student work;	X
K	monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;	X
L	establish and maintain student records of work and performance; and	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:

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: