

Student teaching

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	Student teaching
H	engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline;		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	Student teaching
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 & 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;!		X
G	use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding 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	Student teaching
C	know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;		X
I	understand that all student's can and should learn at the highest possible levels and persist in helping all students achieve success;		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 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
O	use information about student's families, cultures and communities as the basis for connecting instruction to student's experience;		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:

Subsection	Description	Courses	Student teaching
A	understand Minnesota's graduation standards and how to implement them;		X
D	enhance learning through the use of a wide variety of materials and human and technological resources;		X
E	nurture the development of student critical thinking independent problem solving, and performance capabilities;		X

Subsection	Description Courses	Student teaching
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 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 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;	X
L	use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.	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	Student teaching
D	know how to help people work productively and cooperatively with each other in complex social settings;		X
H	establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;		X
I	establish peer relationships to promote learning;		X
K	use different motivational strategies that are likely 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 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 and 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
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

Q	analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work;	X
R	organize, prepare students for, and monitor independent and group work that allows for full, varied and effective participation of all individuals	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	Student teaching
D	know effective verbal, nonverbal, and media communication techniques;		X
F	use effective listening techniques;		X
G	foster sensitive communication by and among all students in the class;		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
J	know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner 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 questions;		X
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	Student teaching
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
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; and		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	Student teaching
A	be able to assess student performance toward achievement of the MN graduation standards under chapter 3501;		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 & to maximize student access to learning opportunities;		X
G	use varied and appropriate formal and informal assessment technique 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 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 gained through observation of classroom interaction 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;		X

M	responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.	X
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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	Student teaching
B	understand methods of inquiry, self assessment, and problem solving strategies for ues in professional self-assessment;		X
G	understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues;		X
H	use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;		X
I	use professional literature, colleagues, and other resources to support development as both a student and a teacher;		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
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	Student teaching
G	collaborate with other professionals to improve the overall learning environment for students;		X
H	collaborate in activities designed to make the entire school a productive learning environment;		X
I	consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student 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.		X