

**SPECIAL METHODS****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:

<b>Subsection</b>	<b>Description</b>	<b>Courses</b>	<b>SPECIAL METHODS</b>
C	connect disciplinary knowledge to other subject areas and to everyday life;		X
G	evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for 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:

<b>Subsection</b>	<b>Description</b>	<b>Courses</b>	<b>SPECIAL METHODS</b>
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

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>SPECIAL METHODS</b>
A	understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intellegences; and know how to design instruction that uses a student's strengths as the basis for continues learning;		X

K	identify & 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, & response modes;	X
O	use information about student's families, cultures and communities as the basis for connection instruction to student's experience;	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

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:

<b>Subsection</b>	<b>Description</b>	<b>Courses</b>	<b>SPECIAL METHODS</b>
A	understand MN graduation standards and how to implement them;		X
C	understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;		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, performance capabilities		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 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 instruction 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	SPECIAL METHODS
G	understand how participation supports commitment;		X
I	establish peer relationships to promote learning;		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, and 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	SPECIAL METHODS
F	use effective listening techniques	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	SPECIAL METHODS
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;	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	SPECIAL METHODS
E	select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;		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	SPECIAL METHODS
C	understand the influences of the teacher's behavior on student growth and learning;		X
D	know major areas of research on teaching and of resources available for professional development;		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

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: