

The Conceptual Framework for Professional Education



Created and Adopted by the Faculty of the
Department of Teacher Education
Stetson University

www.stetson.edu/education/

~Fall 2006~

TABLE OF CONTENTS

Acknowledgments: Contributors of the Conceptual Framework	3
The Professional Education Unit	4
Mission and Vision	4
Philosophy	4
Knowledge Bases of Four Organizing Strands	6
Reflective Practitioners	6
Collaborative Instructional Leaders	7
Responders to Diversity	8
Facilitative Change Agents	9
Conceptual Framework Indicators	
Shared Vision	10
Coherence	10
Professional Commitments and Dispositions	11
Commitment to Diversity	11
Commitment to Technology	12
Alignment with Professional and State Standards	12
The System by which Candidate Performance is Regularly Assessed	12
Conceptual Framework Chronology	13
References	14
Appendices:	
▪ Alignment of Florida Educator Accomplished Practices (FEAPs) with NCATE/TESOL Standards and INTASC Standards	18
▪ Alignment of Undergraduate Core Courses/Critical Tasks with FEAP	21
▪ Alignment of Advanced Core Learning Areas with FEAP and INTASC	22
▪ Alignment of Initial and Advanced Knowledge, Skills, and Dispositions with Organizing Strands	25
▪ Alignment of the FEAP, INTASC Standards, and Organizing Strands	27
▪ Indicators for Educator Accomplished Practices	53

**Stetson University
Professional Education**

ACKNOWLEDGMENTS: CONTRIBUTORS TO THE CONCEPTUAL FRAMEWORK

Since the last NCATE visit in 2002, the conceptual framework has been re-examined, updated, and integrated at the program level. During the 2003-2004 year, faculty members engaged in many discussions related to the four strands: *Reflective Practitioner*, *Collaborative Instructional Leader*, *Responder to Diversity*, and *Facilitative Change Agent*. As a result of the review process, teacher preparation faculty learned that the initial frameworks were well designed. While we realize that teacher candidates at the initial level may not be developmentally ready to be leaders in the field or advocates for change (Kern, Sherman, & Conte, 2004), we do believe that such opportunities need to be infused throughout an initial teacher preparation program. It is only with such opportunities that candidates can begin to identify and solve school-wide problems as they enter the teaching profession. Graduate candidates, on the other hand, are expected to be advocates for change and they are encouraged to look for opportunities to be active participants in their schools and communities. Therefore, different levels of expectations are implemented for undergraduate and graduate candidates.

Formal discussions of the framework have occurred at faculty meetings, work sessions, retreats, Undergraduate Council meetings, Graduate Council meetings, and Advisory Board meetings. Acknowledgement, however, of key individuals are in order for their direct input in refining our conceptual framework.

Ms. Dixie Blake, Assistant Principal, DeBary Elementary School, Volusia County Schools

Mr. John Connor, Daytona Beach Community College

Ms. Mary Cool, Specialist, School Improvement, Volusia County Schools

Ms. Claire Beth Link, Principal, Freedom Elementary School, Volusia County Schools

Dr. Brigid Noonan, Assistant Professor, Department of Counselor Education, Stetson University

Mr. John (Terry) Quick, Specialist, Staff Development, Volusia County Schools

Dr. Ann Small, Professor, Stetson School of Music

Mr. Robert Pugh, Putnam County Schools

Ms. JoAnne Rodkey, Principal, Woodward Avenue Elementary School, Volusia County

Mr. Timothy Shea, Assistant Principal, DeLand High School, Volusia County Schools

Mrs. Nora Simons, Chapter 1 Teacher, Volusia County Schools

Professional Education Mission and Vision

The vision of our unit is to prepare ethical educators who promote change through leadership, by initiating and sustaining collaborative reform.

In 1992-1993, the Professional Education Unit, in collaboration with the schools and university community, wrote the following mission statement. The unit's mission is to:

- educate teachers and other school personnel to act as competent, effective and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education,
- create a community of learners responsive to the developmental and social needs of diverse learners,
- respond to needs and advocate for change at local through global levels.

We have molded the unit's mission to mirror that of the university, as well as tailored our mission to meet state and national standards. The unit ensures that the mission is met through small class sizes that encourage interactive discourse, action research within school settings, and planned programs developed in collaboration with the candidates.

Philosophy

The unit's guiding philosophy is grounded in Progressivism, Existentialism, and Reconstructionism. There is an underlying commitment to the following beliefs:

- (1) All candidates must understand their own culture and the cultures of others. As educators, they must accept all students and teach in an atmosphere that honors the unique cultural differences and fosters in each student respect, appreciation for human and cultural diversity in a democratic society. See Unit Strands: *Responders to Diversity* and *Collaborative Instructional Leaders*.
- (2) Educational leaders influence students towards inherent possibilities of human development by using multiple instructional strategies in high performing learning environments that facilitate the academic achievement of each K-12 student and the importance of the individual's commitment toward living a meaningful life. See Unit Strands: *Collaborative Instructional Leaders* and *Facilitative Change Agents*.
- (3) Educators -- beyond their responsibility to transmit knowledge -- have the mission to transform practices in schools so that all students may learn to their fullest potential and participate fully in our democratic society. See Unit Strands: *Reflective Practitioners* and *Facilitative Change Agents*.

Undergraduate/Initial Level

We believe that becoming a teacher is a lifelong process. Underlying this belief is the notion that we are preparing our candidates to take responsibility for their learning, to become creative and reflective in their approaches to teaching particular subject areas, to set standards of high expectations for themselves and the students they will teach, and to put forth a disciplined effort to reach those expectations.

The Department of Teacher Education, in collaboration with the schools and community, stress a holistic program of individual development perceiving candidates as active inquirers and participants in their own growth. The program combines a high quality liberal arts education with excellent professional training to prepare candidates to assume leadership roles and work in culturally diverse settings and in a rapidly changing world.

Consistent with this philosophy is the belief that teachers learn to teach by teaching. Therefore, early and continuous field experiences are provided to systematically integrate practice and theory by linking field experiences to courses within the program.

Graduate/Advanced Level

We believe education should be learner-centered and that we should educate students to become productive members of a democratic society. We advocate individual growth and personal meaning through problem solving and reflection on personal growth. We view school as a mechanism for change and seek to improve education especially in the areas of diversity and gender equity. We believe that enlightened individuals who focus on the learners' individual growth can affect change in schools and society.

The assumptions which underlie the professional education program are:

1. As professionals, educators need an extensive knowledge base from which to make decisions. This knowledge base includes knowledge of self, subject matter, curriculum development and instruction. The content of this knowledge base needs to be integrated throughout the program to include principles of human growth and development applied to learning situations (Darling-Hammond, 2000; Elbaz, 1983; Slavin, 2006; Parkay, 2006).
2. Continuous reflection on one's set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort at developing a "conscious of craft" (Duck, 2000; Bush, 1987; Leahy & Corcoran, 1996; Corcoran & Leahy, 2003; Johnson & Uline, 2005).
3. Students and educators should see themselves as co-learners—learning from each other and their own investigations. Educators should learn and change throughout their professional career, continuously creating and reconstructing their practice as professionals (Dewey, 1938; Goodlad, 1984; Steffy & Wolfe, 1997).
4. Learning is an active, engaging, collaborative process. Learners should be involved in a community whereby they learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems. University/school partnerships are a necessary component for this process (Tichenor & Heins, 2001; MacIsaac et al. 2002; Heins & Tichenor, 1999).
5. Candidates help create the learning environment, not simply enter it. They produce learning materials, author research reports, develop creative activities or experiences, and collaborate to help others learn (Henson, 2004; Gowin & Novak, 1984; Eisner, 1991; Johnson & Johnson, 1991; Slavin, 2006).

6. Educators are decision makers who critically think about the impact of their actions on learning outcomes (Barazangi, 2006; Darling-Hammond, 2000; Duck, 2000; Corcoran & Leahy, 2003; Goodlad, 1983; Slavin, 2006).
7. There is an intentional connection between instructional methods and curriculum content (Banks, 2003; Lovell, 2003; Posner, 1989). In other words, there should be an alignment between planning, teaching and assessment.
8. Educators need experiences with various methods and curricula that emphasize creativity and diversity in order to enact improvements in their own environments (Banks, 2001; Goodlad, 1983; Colangelo & Davis, 1991; Gardner, 1983; Eisner, 1991).
9. Educators should build a repertoire of instructional strategies that address diverse student needs (Ebeling, 2000; Gardner, 1983; Swisher & Schoorman, 2001; Tomlinson, 2005).
10. The professional educator is committed to the students, to the community, and to the profession. They should be an effective communicator to a variety of audiences and use various forms of communication (Phelps, 2006; Johnson & Uline, 2005).

Therefore, our unit affirms the values of learner-centered education that provide empowering experiences to enhance individual growth and personal meaning through problem solving and reflection upon learning and personal development. We advocate the school as a vehicle for proactive change so that our graduates, as educational leaders, learn to facilitate K-12 student academic performance in the schools and society.

In responding to this mission and vision, four organizing strands— *Reflective Practitioner*, *Collaborative Instructional Leader*, *Responder to Diversity*, and *Facilitative Change Agent*—were established to create a sense of unity across all programs at both the initial and advanced levels. These strands are supported by current and comprehensive knowledge bases in the literature.

Knowledge Base for the Four Strands

Reflective Practitioners

The consensus among the Department of Teacher Education faculty is that our intention is to create reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. This perspective is consistent with a view that candidates should become active learners capable of reflecting upon their experience and implementing appropriate changes in their education. This view is consistent with a philosophy that places responsibility for learning with the individual, and it views learning as an active interaction between teacher and learner. Historically, this view can be linked to the work of John Dewey. In contemporary views, it is connected with constructivist philosophic perspectives and cognitive psychology. This view describes intelligence as thought in action and that to

reflect on one's experience is a method that allows for growth. As Dewey described in his *Experience and Education* (1938) growth occurs through "reconstruction of experience" (p.87). In general, the approach that department members advocate is consistent with Dewey's problem solving model, which describes five steps: feeling a need to solve a problem, analyzing the difficulty, suggesting alternatives, choosing among the various alternatives, and implementing and evaluating the results.

We believe that learning is an active and collaborative process. Teachers must view knowledge as constructed by learners rather than transmitted by teachers. Candidates should be involved in a classroom community where they will learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems (Johnson & Johnson, 1999; Slavin, 2006).

We believe that teachers and other educators need to ask hard questions about conventional practice (Barazangi, 2006; Reagan, 1993; Goodlad, 1983; Leahy & Corcoran, 1996). Continuous reflection on one's set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort of developing a "conscience of craft" (Bush, 1987; Green, 1985). We agree with Reagan's (1993) work relating to reflection-in-action, reflection-on-action, and reflection-for-action. His view offers ways to consider proactive approaches to education—particularly the concept of reflection-for-action. Reflection-for-action describes an approach that prepares candidates to anticipate what to do in the schools (based on reflection of past action) while planning for subsequent action. Finally, we believe reflective practice can be enhanced through use of reflective journals, seminars, portfolios, action research and emphasis on teaching as decision-making. The ultimate goal of reflective practice is continuous improvement.

In practice, this strand relates to Florida Educator Accomplished Practices 3 (Continuous Improvement), 8 (Knowledge of Subject Matter), and 10 (Planning); and Florida Principal Leadership Standards on Vision, Decision Making Strategies, Human Resource Development—although we realize that many other connections could be made.

Collaborative Instructional Leaders

Schools today need a collaborative effort between administrators and teachers (Birky, Shelton, & Headley, 2006; Bogan, 2006). According to Barth (2006), educators who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and a new learning about schools and the process of change—all of which are reflected in curriculum development and instructional practice. We believe that schools that have strong, effective principals and empowered teacher-leaders tend to be high performing learning organizations (Blasé & Blasé, 2001; Ervay, 2006).

As teacher educators we prepare future educators to become educational leaders who are open to different perspectives, whose instructional decisions are based on multiple sources of information, and who develop instruction that is responsive to the capabilities and needs of diverse learners. Because assessment is critical to effective instruction, it is important for educators to know how to evaluate students' progress. We believe that if

we encourage prospective educators to reflect on their instructional decisions, K-12 student learning will increase.

The primary focus of an instructional leader is to enhance the learning of the students in the classroom. Like Schmoker (2006) we encourage candidates to become “learning leaders.” He believes that learning leaders should spend more time discussing and supporting learning. He believes that learning leaders need to focus on monitoring and supporting student success, and teams of teachers must work together to enhance student learning. We believe that teaching pedagogy should address the higher levels of Bloom’s taxonomy. Both teachers and leaders should work toward the evaluation and synthesis level of knowledge. As instructional leaders we must synthesize student performance data, adjust teaching strategies, and evaluate and monitor student progress. We should ask no less of our K-12 students. Tucker and Stronge (2005) state that “these emphases combined with purposeful collaboration have resulted not only in sizable achievement gains, but also in higher levels of teacher satisfaction and a feeling of professionalism.

As a unit, we believe an educated leader is an individual who can influence people within an organization towards continuous improvement and change. There is no one best way to influence people. Leaders, however, must lead according to the readiness level of the people in the organization that they are attempting to influence (Blanchard, Zigarmi, & Zigarmi, 1985). We believe one must have the ability to analyze a situation, determine the appropriate leadership style the situation warrants, and take action. We believe people have the potential to grow, and given an opportunity, can and will respond. Part of this equation, however, is that leaders must first have high expectations of themselves. As educators, we know the impact of teacher expectations on candidate behavior and achievement (Murphy & Alexander, 2006).

In practice, this strand relates to Florida Educator Accomplished Practices 1 (Assessment), 4 (Critical Thinking), 6 (Ethics/Professionalism), 7 (Human Development and Learning), 8 (Knowledge of Subject Matter), 9 (Learning Environment), 10 (Planning), 11 (Role of the Teacher), and 12 (Technology); and the Florida Principal Leadership Standards on Instructional Leadership, Managing the Learning Environment, Learning, Accountability and Assessment, Human Resource Development, and Community and Stakeholder Partnership.

Responders to Diversity

Unit members recognize the importance regarding issues of diversity within the educational setting. We believe that teachers must move beyond tolerance to acceptance, and they must accomplish this through demonstrating competence that they can recognize, accommodate, and value students’ ‘cultural capital’ (Banks, 2003; Bordieu, 1977). Diversity issues include an understanding of age (developmental readiness, human growth and development); gender; socioeconomic status; academic ability (ESE, exceptional student education, gifted); language (English as a second language); race and ethnicity; and culture—and how each of these concepts presents a multitude of challenges for educators. The challenges that face candidates are not limited to *how* they teach students of diversity; candidates must also teach *about* diversity so that their students will

ultimately be able to interact and thrive in a diverse world. Such complex issues require delicate handling as well as substantial preparation.

We believe candidates must develop a repertoire of skills and knowledge that compliment education reform as they endeavor to respond to these issues of diversity (Abedi, 2004). A holistic view of development from novice to advanced practitioner is necessary. Competency-based approaches, in which educators' knowledge, skills, and experiences are considered assets, help educators understand and respond to the diverse needs of today's changing K-12 populations. Reflective and analytical learning must also be emphasized. Societal issues (e.g., crime, drug and alcohol abuse, poverty, homelessness, etc.) require greater collaboration between educators, families, and social service providers (Slocumb & Payne, 2000).

In practice, this strand relates to Florida Educator Accomplished Practices 2 (Communication), 5 (Diversity), 7 (Human Development and Learning), 9 (Learning Environment), and 10 (Planning); and the Florida Principal Leadership Standards on Community and Stakeholder Partnerships, Instructional Leadership, Human Resource Development, and Diversity.

Facilitative Change Agents

Educators must be competent in both content and pedagogy to challenge learners' thinking and facilitate change in schools. It has become increasingly necessary for educators to extend the classroom into the community and become a change agent for educational reform. Fullan (2003), recognized as an international authority on educational reform, links moral purpose and change. We believe, through reflective practice, educational change can occur. Candidates must be prepared with the knowledge, skills, and dispositions to strive for teaching and learning authenticity as they face complex educational challenges such as heightened accountability and curriculum redesign. To think on a critical level, candidates must be able to look at multiple perspectives of a situation as well as the broader social, political, moral, and economic contexts of a problem.

Necessary for one to become a skillful change agent, candidates participate in personal vision building, inquiry, mastery, and collaboration (Fullan, 1999; Fullan, 1993; Senge, 1990). We strive to prepare candidates to practice responsibly and become critical thinkers who can challenge the status quo, effect change, and sustain that change (Fullan, 2005).

Personal vision building entails the candidate to examine one's purpose for wanting to be an educator and the ability to articulate a platform for future action. Closely related to, and necessary for the construction of a personal vision, is the disposition of inquiry. Skillful inquiry is directed at examining information and ideas in the external environment and requires the internalization of norms and habits, which support continuous learning. As change agents, we believe educators must be continuous learners in order to respond in a proactive manner to an increasingly complex and changing world and to use changes

such as those in technology and research on best practices to bring appropriate change to our classrooms.

Mastery is necessary for developing an effective change agent. Pedagogical content knowledge is essential for effectiveness in our profession and must be addressed. We believe mastery moves beyond the skillful practice of pedagogy in relation to subject matter. This requires educators to nurture a disposition of personal expertise in order to achieve a deeper understanding of existing conditions, proposed innovations, and potential futures.

Collaboration is also needed to foster one's capacity as a change agent. Through collaboration, educators extend exponentially the power of their personal mastery through the cultivation of group mastery.

In practice this strand relates to Florida Educator Accomplished Practices 2 (Communication), 9 (Learning Environment), and 11 (Role of the Teacher); and the Florida Principal Leadership Standards on Decision Making, Vision, Ethical Leadership, Decision Making Strategies, and Technology.

Shared Vision

Unit faculty developed the mission to be consistent with the university mission. Through collaboration with local educators and Advisory Board members, unit faculty shared this vision as we developed practical means to implement this vision in core courses in the undergraduate program and core learning areas in the graduate program. This shared vision is seen dramatically in the Professional Development School (PDS) relationship established through the Hollis Center for Educational Reform. A shared view is reinforced on the unit website, in handbooks, in the Stetson *Bulletin* and in course experiences.

Coherence

The unit has developed two systems to insure coherence among curriculum, instruction, field experiences, clinical practice and assessment across a candidate's program. If as Dewey contends, "to have an aim is to act with meaning" the unit faculty focused on how to actuate this aim.

At the undergraduate level, a professional core was designed to provide a series of ten common courses and experiences that prepare students for initial certification. The professional core courses are: EN 245: *Social Foundations of Education*, EN 255: *Educational Psychology*, EN 265: *Principles and Methods of Instruction for Diverse Learners*, EN 325: *Reading in the Content Areas* (Elementary Education Majors) or EN 427: *Improving Reading and Writing Skills in the Middle/Secondary School* (all other majors), EN 326: *Assessment and Evaluation*, EN 395: *Junior Field Experience*, EN 433: *Comprehensive Strategies for ESOL*, EN 429: *Senior Intern Seminar*, EN 430: *Student Teaching*, EN 474: *Educational Management of Exceptional Students*.

At the graduate level, faculty members have identified five core learning areas that serve as a framework for curriculum content and candidate performance expectations across all advanced programs. These core areas, we feel, are essential components of a quality graduate education. They include:

Management-ability to plan and coordinate human and other resources, and create a climate that encourages positive learning outcomes.

Curriculum- theories of learning, assessment, and instruction, which enhances student learning and curriculum.

Philosophy- identifies individual philosophy and beliefs in learning and teaching that reflects the diversity of the learners and settings.

Research- ability to utilize information, research findings and the process of inquiry in finding answers to teaching and learning problems and issues.

Field Experience-captures the diverse nature of schools and activities are designed to integrate theory to practice and builds appropriate knowledge, skills and dispositions.

Professional Commitments and Dispositions

Building on Stetson University's commitment to infuse programs with the values of ethical decision making, human diversity and commonality, gender equity, community service, and environmental responsibility (*Stetson University Bulletin 2006-2007*, p. 4), the professional unit expects that all candidates will:

- show evidence of behaviors that exemplify the ethics of the teaching profession.
- develop awareness, appreciation, and understanding of diverse populations.
- value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).
- seek articles in professional journals about teaching, learning, educational management, and reform.
- reflect on and formulate a personal philosophy with respect to learning and teaching

Commitment to Diversity

Florida schools are growing in diversity, and our unit recognizes the serious implications of this evolving change. About one-half of Florida's students are considered racial/ethnic minority; about one-fourth are labeled ESE; over 200 languages are reported as being the native language in the home; and, more than 50% of Florida's elementary students receive free or reduced lunch (Florida Department of Education, 2006). Our unit recognizes the serious implications of these statistics to meeting the learning needs of diverse students. The unit's commitment to diversity is evident in the strand of Responders to Diversity, which is woven throughout initial teacher preparation programs and advanced programs. The design, delivery, and evaluation of the unit's courses and field experiences reflect this commitment.

Commitment to Technology

The unit’s commitment is shown in faculty use of technology in their teaching and monitoring of students’ progress in the use of technology throughout the programs. Candidates demonstrate competence in the use of educational technology through an ability to utilize technology personally and professionally in their teaching in order to help all students learn. The use of technology has been integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Candidate Proficiencies Aligned with Professional and State Standards

Candidate proficiencies/outcomes/standards at the initial and advanced levels reflect the conceptual framework as well as state and national standards. Course objectives and assignments, and field experience evaluations are all aligned with professional and state standards. The table below depicts the program area and standards used in designing the curricula for each program.

Undergraduate Program Area	Professional Standards
Elementary Education (K-6) /ESOL	NCATE and INTASC Association for Childhood Education International (ACEI) Florida Educator Accomplished Practices (FEAPs) Teachers of English to Speakers of Other Languages (TESOL) <i>Competencies and Skills for Teacher Certification in Florida</i>
K-12 Programs Music French German Spanish	NCATE and INTASC Florida Educator Accomplished Practices (FEAPs) <i>Competencies and Skills for Teacher Certification in Florida</i> National Association of Schools of Music American Council on the Teaching of Foreign Languages
6-12 Programs Biology English/ESOL Mathematics Social Studies	NCATE and INTASC Florida Educator Accomplished Practices (FEAPs) <i>Competencies and Skills for Teacher Certification in Florida</i> Standards appropriate to the specialization Teachers of English to Speakers of Other Languages (TESOL)—English
Graduate Program Area	Professional Standards
Exceptional Student Education /ESOL	NCATE and INTASC Council for Exceptional Children (CEC) Florida Educator Accomplished Practices (FEAPs) <i>Competencies and Skills for Teacher Certification in Florida</i> Teachers of English to Speakers of Other Languages (TESOL)
Reading	NCATE and INTASC International Reading Association (IRA) Florida Educator Accomplished Practices (FEAPs) <i>Competencies and Skills for Teacher Certification in Florida</i>
Educational Leadership	NCATE Interstate School Leaders Licensure Consortium (ISLLC) Florida State Principal Standards
Curriculum and Instruction	NCATE and INTASC Florida Educator Accomplished Practices (FEAPs)
School Counseling	NCATE Council for Accreditation of Counseling and Related Educational Programs (CACREP) American School Counselor Association (ASCA) Florida Educator Accomplished Practices (FEAPs) <i>Competencies and Skills for Teacher Certification in Florida</i>

The System by which Candidate Performance is Regularly Assessed

Candidate progress in undergraduate and graduate initial teacher preparation programs is monitored at identified transition points at:

- admission to the DTE,
- prior to final internship,
- internship exit,

- graduation/certification and
- post-graduation follow-up

and, in graduate-level preparation programs for other school professionals at:

- admission to program,
- advancement to candidacy
- graduation/certification and
- post-graduation follow up

Programs have identified major assessments and developed rubrics for scoring assessments. Major assessments include lesson and unit plans, teaching videos, case studies, ESOL portfolio at the initial teacher preparation level, and action research projects, journals and comprehensive exams at the advanced levels. Candidates must demonstrate competency by performing satisfactorily on these critical assignments to receive a passing grade in the course. If the candidate does not achieve competency on the first attempt, the critical assignment must be re-submitted until competency is achieved.

Conceptual Framework Chronology

Fall 1997 and continuing	Programs identify where Florida Educator Accomplished Practices are taught in courses and the activities/assignments faculty use to assess each practice.
Fall 2001-Spring 2002	Expanded focus from a single theme “Reflective Practitioners” to four strands— <i>Reflective Practitioner</i> , <i>Collaborative Instructional Leader</i> , <i>Responder to Diversity</i> , and <i>Facilitative Change Agent</i> —across all programs at both the initial and advanced levels.
Fall 2001	Faculty approve common knowledge, skills, and dispositions expected of all candidates and align them with four strands.
Fall 2001-Spring 2002	All advanced programs were reviewed and/or redesigned to ensure that five core learning areas were addressed throughout the curriculum, aligned to respective specialty professional associations, and related to appropriate candidate expectations at each program transition point.
Spring 2002 (with continued revisions)	Office of Graduate Studies established a pilot data management system.
Fall 2002-Spring 2003	Advisory Board members, community members, and unit members review the knowledge, skills, and dispositions of initial and advanced professional education candidates, and department goals.
Spring 2003-Fall 2006	Undergraduate core reviewed to ensure that appropriate

candidate expectations were addressed throughout the curriculum and aligned to respective specialty professional associations.

Spring 2005

Aligned the Interstate New Teacher Assessment and Support Consortium (INTASC) principles with Stetson University's four strands.

Fall 2005-Fall 2006

Surveys reviewed for criteria/measures to assess specific behaviors for each Florida Educator Accomplished Practice (FEAP); knowledge, skills, and dispositions; and four strands.

Spring 2006
and continuing

Program performance measures reviewed and refined.

Fall 2006

Electronic data management system in place and working

References

- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33, 4-14.
- Banks, J.A. (2003). *Teaching strategies for ethnic studies*. Boston, MA: Allyn and Bacon.
- Banks, J.A. (2001). Citizenship education and diversity. *Journal of Teacher Education*, 52(1), 5-16.
- Barazangi, N.H. (2006). An ethical theory of action research pedagogy. *Action Research*, 4(1), 97-116.
- Barth, R.S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8-13.
- Birky, V.D., Shelton, M., & Headley, S. (2006). An administrator's challenge: Encouraging teachers to be leaders. *NASSP Bulletin*, 90(2), 87-101.
- Blanchard, K.H., Zigarmi, P., & Zigarmi, D. (1985). *Leadership and the one minute manager: Increasing effectiveness through situational leadership*. William Morrow & Company.
- Blasé, J., & Blasé, J. (2001). The teacher's principal. *Journal of Staff Development*, 22(1), 22-25.
- Bogen, M. (2006). Beyond bargaining. *Harvard Educational Letter*, 22(5), 4-6.

- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel, & A. H. Halsey (Eds.), *Power and ideology in education*. Oxford: Oxford University Press.
- Bush, R.N. (1987). Teacher education reforms: Lessons from the past half century. *Journal of Teacher Education*, 38, 13-15.
- Colangelo, N., & Davis, G. (1991). *Handbook of gifted education*. Needham Heights, MA: Allyn & Bacon.
- Corcoran, C. A. , & Leahy, R. (2003). Growing professionally through reflective practice. *Kappa Delta Pi Record*, 40(1), 30-33.
- Darling-Hammond, L. (2000) How teacher education matters. *Journal of Teacher Education*, 51(3), 166–73.
- Dewey, (1938). *Experience and education*. New York: Collier McMillan.
- Dunn, K., & Dunn, R. (1987). Dispelling outmoded beliefs about student learning. *Educational Leadership*, 44(6), 50-58.
- Ervay, S. (2006). Academic leadership in America’s public schools. *NASSP Bulletin*, 90(2), 77-86.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks: Corwin Press.
- Fullan, M. (2003). *The moral Imperative of school leadership*. Thousand Oaks: Corwin Press.
- Fullan, M. (1999). *Change Forces: The sequel*. London: Falmer.
- Eisner, E. (1991). What really counts in schools. *Educational Leadership*, 48(5), 10-17.
- Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. New York: Nichols Publishing Company.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books
- Goodlad, J. (1983). *A place called school*. New York: McGraw Hill.
- Green, T. (1985). The formation of conscience in an age of technology. *American Journal of Education*, 94(1), 1-32.

- Grimmett, P., & Erickson, G. (1988). *Reflection in teacher education*. New York: Teachers College Press.
- Heins, E., & Tichenor, M. (1999). Building professional development schools: Specific steps to initiate the process. *Teacher Educators Journal*, 9(1), 25-33.
- Johnson, D.W., & Johnson, R.T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Boston: Allyn and Bacon.
- Johnson, J. F., & Uline, C. L. (2005). Preparing educational leaders to close achievement gaps. *Theory into Practice*, 44(1), 45-52.
- Kern, S.M., Sherman, S.J., & Conte, A.E. (2004). Evaluation of a standards-based teacher-preparation program. *The Educational Forum*, 68(4), 358-369.
- Leahy, R., & Corcoran, C.A. (1996). Encouraging reflective practitioners: Connecting classroom to fieldwork. *Journal of Research and Development in Education*, 29(2), 104–14.
- Lovell, C. (2003). The truth about diversity. *New Teacher Advocate*, 10(4), 6-7.
- MacIsaac, D., Tichenor, M., & Heins, E. (2002). A PDS governance model: Building collaboration and accountability. *SRATE Journal*, 11(2), 28-35.
- Murphy, P.K., & Alexander, P.A. (2006). *Understanding how students learn: A guide for instructional leaders*. Corwin Press.
- Parkay, F.W., & Stanford, B.H. (2006). *Becoming a teacher* (7th ed.). Needham Heights, MA: Allyn and Bacon.
- Phelps, P.H. (2006). The three Rs of professionalism. *Kappa Delta Pi Record*, 42(2), 69-71.
- Posner, G. (1989). *Field experience: Methods of reflective teaching* (2nd ed.). New York: Longman.
- Reagan, T. (1993). Educating the “Reflective Practitioner”: The contribution of philosophy of education. *Journal of Research and Development in Education*, 26(4), 189-196.
- Scherer, M. (2001). Improving the quality of the teaching force: A conversation with David C. Berliner. *Educational Leadership*, 58, 6–10.
- Schmoker, M. (2006) *Results now: How we can achieve unprecedented improvement in teaching and learning*. ASCD: Alexandria, VA USA.

- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D. (1990). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Senge, P. (1990). *The fifth discipline*. New York, NY: Doubleday Currency.
- Slavin, R.E. (2006). *Educational psychology: Theory and practice* (8th ed). Boston, MA: Pearson Education.
- Slocumb, P.D. & Payne, R.K. (2000) *Removing the mask: Giftedness in poverty*. Highlands, TX: RFT Publishing.
- Steffy, B. E., & Wolfe, M. P. (1997). *The life cycle of the career teacher: Maintaining excellence for a lifetime*. West Lafayette, Ind.: Kappa Delta Pi, International Honor Society in Education.
- Tichenor, M., & Heins, E. (2001). The evolution of a PDS partnership: Challenges and solutions. *ERS Spectrum*, 19(2), 37-42.
- Tomlinson, C.A. (2005). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Tucker P.D.,& Stronge, J.H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Yost, D. S., S. M. Sentner, & A. Forlenza-Bailey (2000). An examination of the construct of critical reflection: Implications for teacher education programming in the 21st century. *Journal of Teacher Education*, 51(1), 39–49.

APPENDICES

Florida has adopted teacher standards that reflect twelve generic effective teaching principles, which institutions such as Stetson University are required to demonstrate that their program graduates are proficient at the pre-professional benchmark of the Educator Accomplished Practices. These competencies have been aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and NCATE’s Teachers of English to Speakers of Other Languages (TESOL) for P-12 teacher education programs—standards that reflect the professional consensus of what beginning teachers should know and be able to do. Assessment and evaluation of a candidate’s performance are conducted throughout the program.

Alignment of Florida Educator Accomplished Practices with NCATE/TESOL Standards & INTASC Standards

NCATE/TESOL	Accomplished Practice	INTASC
FEAP-1: Assessment		
<i>Assessment</i>	Uses assessment strategies (traditional & alternate) to assist the continuous development of the learner.	The teacher understands & uses formal & informal assessment strategies to evaluate & ensure the continuous intellectual, social & physical development of the learner.
FEAP-2: Communication		
<i>Language Culture Planning, Implementing, & Managing Instruction Professionalism</i>	Uses effective communication techniques with students & all other stakeholders.	The teacher uses knowledge of effective verbal, non- verbal, & media communication techniques to foster active inquiry, collaboration, & supportive interaction in the classroom.
FEAP-3: Continuous Improvement		
<i>Professionalism</i>	Engages in continuous professional quality improvement for self & school.	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on others (students, parents, & other professionals in the learning community), & who seeks opportunities to grow professionally.

FEAP-4: Critical Thinking

Planning, Implementing, & Managing Instruction

Uses appropriate techniques & strategies, which promote and enhance critical, creative, & evaluative thinking capabilities of students.

The teacher understands & uses a variety of instructional strategies to encourage development of critical thinking, problem solving, & performance skills of students.

FEAP-5: Diversity

Language

Culture

Planning, Implementing, & Managing Instruction

Uses teaching & learning strategies that reflect each student's culture, learning styles, special needs, & social-economic background

The teacher understands how students differ in approaches to learning & creates instructional opportunities that are adapted to diverse learners.

FEAP-6: Ethics

Professionalism

Adheres to Code of Ethics & Principles of Professional conduct of the Education Profession in Florida

The teacher fosters relationships with school, colleagues, parents & agencies in the larger community to support students' learning & well-being.

FEAP-7: Human Development and Learning

Planning, Implementing, & Managing Instruction

Uses an understanding of learning & human development to provide a positive learning environment, which supports the intellectual, personal, & social development of all students.

The teacher understands how children learn & develop, & can provide learning opportunities that support their social & personal development

FEAP-8: Knowledge of Subject Matter

Planning, Implementing, & Managing Instruction

Demonstrates knowledge and understanding of the subject matter.

The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & can create learning experiences that make these aspects of the subject matter meaningful for students.

FEAP-9: Learning Environments

*Culture
Planning, Implementing, &
Managing Instruction*

Creates & maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning & self-motivation.

The teacher uses an understanding of individual & group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning & self-motivation.

FEAP-10: Planning

*Culture
Planning, Implementing, &
Managing Instruction
Assessment*

Plans, implements, & evaluates effective instruction in a variety of learning environments.

The teacher plans instruction based upon knowledge of subject matter, students, the community, & curriculum goals.

FEAP-11: Role of the Teacher

Professionalism

Works with various educational professionals, parents, & other stakeholders in the continuous

The teacher fosters relationships with school colleagues, parents, & agencies in the larger community to support students' learning & well-being.

FEAP-12: Technology

*Planning, Implementing, &
Managing Instruction*

Uses appropriate technology in teaching & learning processes.

Undergraduate Core Courses/Critical Tasks Alignment with Florida Educator Accomplished Practices												
	1	2	3	4	5	6	7	8	9	10	11	12
Tier I Assessment												
Panel Presentation (EN 245)		X		X				X				X
Educational Philosophy (EN 245)			X									
Field Activities (EN 245)											X	
Chapter quizzes, exams (EN 255)							X		X			
Video Case Studies (EN 255)	X								X		X	
Article Critique (EN 255)			X			X						
Teacher Worksamples I (EN 265 Differentiated Unit)	x	x		x	X		x	x		X		x
Field Experiences		x	x		x	X		x	x		x	
FTCE—GK passing score								X				
Tier II Assessment												
Test Construction (EN 326)	X			X				X				
Performance Task & Rubric (EN 326)	X			X				X				
Teacher Worksamples II (EN 395 Differentiated Unit)	X	X		X	X		X	X		X	x	x
DRTA Lesson (EN 325/427)		X		X	X		X	X		X		
Unit Plan (EN 325/427)	X	X		X	X		X	X		X		X
ESOL Case Study (EN 433)	X	X		X	X		X	X		X		X
Field Experiences - A		x	x		x	X		x	x		x	
Field Experiences - B Observation Assessment	X	X	X	X	X	X	X	X	X	X	X	X
Technology Passport												X
FTCE—Subject Area passing scores								X				
FTCE—Professional Knowledge passing scores							X					
Tier III Assessment												
Teacher Worksamples III (EN 429/430 unit/project)	X	X	X	X	X		X	X		X	X	X
Behavioral Case Study or Environmental Classroom Analysis (EN 474)	X	X	X		X	X	X		X			
Teaching Observation Form	X	X	X	X	X	X	X	X	X	X	X	X
AP Defense	X	X	X	X	X	X	X	X	X	X	X	X
Candidate Exit Survey	X	X	X	X	X	X	X	X	X	X	X	X
Final Cooperating Teacher's Evaluation	X	X	X	X	X	X	X	X	X	X	X	X
Final University Supervisor's Evaluation	X	X	X	X	X	X	X	X	X	X	X	X
Post Graduation Assessment												
Alumni Survey	X	X	X	X	X	X	X	X	X	X	X	X
Employer Survey	X	X	X	X	X	X	X	X	X	X	X	X

***Advanced Core Learning Areas
Alignment with State & Professional Standards***

<i>Strand</i>	Accomplished Practice	INTASC
Assessment (<i>FEAP 1, INTASC 8</i>)		
<i>Management</i>	Uses assessment strategies (traditional & alternate) to assist the continuous development of the learner.	The teacher understands & uses formal & informal assessment strategies to evaluate & ensure the continuous intellectual, social & physical development of the learner.
<i>Curriculum</i>		
<i>Philosophy</i>		
<i>Field Experience</i>		
Communication (<i>FEAP 2, INTASC 6</i>)		
<i>Management</i>	Uses effective communication techniques with students & all other stakeholders.	The teacher uses knowledge of effective verbal, non-verbal, & media communication techniques to foster active inquiry, collaboration, & supportive interaction in the classroom.
<i>Curriculum</i>		
<i>Research</i>		
<i>Field Experience</i>		
Continuous Improvement (<i>FEAP 3, INTASC 9</i>)		
<i>Philosophy</i>	Engages in continuous professional quality improvement for self & school.	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on others (students, parents, & other professionals in the learning community), & who seeks opportunities to grow professionally.
<i>Research</i>		
<i>Field Experience</i>		
Critical Thinking (<i>FEAP 4, INTASC 4</i>)		
<i>Curriculum</i>	Uses appropriate techniques & strategies, which promote and enhance critical, creative, & evaluative thinking capabilities of students.	The teacher understands & uses a variety of instructional strategies to encourage development of critical thinking, problem solving, & performance skills of students..
<i>Philosophy</i>		
<i>Field Experience</i>		

Diversity (*FEAP 5, INTASC 3*)

<i>Management</i>	Uses teaching & learning strategies that reflect each student's culture, learning styles, special needs, & social-economic background	The teacher understands how students differ in approaches to learning & creates instructional opportunities that are adapted to diverse learners.
<i>Curriculum</i>		
<i>Philosophy</i>		
<i>Field Experience</i>		

Ethics (*FEAP 6, INTASC 10*)

<i>Management</i>	Adheres to Code of Ethics & Principles of Professional conduct of the Education Profession in Florida	The teacher fosters relationships with school, colleagues, parents & agencies in the larger community to support students' learning & well-being.
<i>Field Experience</i>		

Human Development and Learning (*FEAP 7, INTASC 2*)

<i>Curriculum</i>	Uses an understanding of learning & human development to provide a positive learning environment, which supports the intellectual, personal, & social development of all students.	The teacher understands how children learn & develop, & can provide learning opportunities that support their social & personal development
<i>Philosophy</i>		
<i>Field Experience</i>		

Knowledge of Subject Matter (*FEAP 8, INTASC 1*)

<i>Curriculum</i>	Demonstrates knowledge and understanding of the subject matter.	The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches & can create learning experiences that make these aspects of the subject matter meaningful for students.
<i>Philosophy</i>		
<i>Research</i>		
<i>Field Experience</i>		

Learning Environments (*FEAP 9, INTASC 5*)

<i>Management</i>	Creates & maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning & self-motivation.	The teacher uses an understanding of individual & group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning & self-motivation.
<i>Curriculum</i>		
<i>Field Experience</i>		

Planning (*FEAP 10, INTASC 7*)

<i>Management</i>	Plans, implements, & evaluates effective instruction in a variety of learning environments.	The teacher plans instruction based upon knowledge of subject matter, students, the community, & curriculum goals.
<i>Curriculum</i>		
<i>Field Experience</i>		

Role of the Teacher (*FEAP 11, INTASC 10*)

<i>Philosophy</i>	Works with various educational professionals, parents, & other stakeholders in the continuous	The teacher fosters relationships with school colleagues, parents, & agencies in the larger community to support students' learning & well-being.
-------------------	---	---

Technology (*FEAP 12*)

<i>Management</i>	Uses appropriate technology in teaching & learning processes.
<i>Curriculum</i>	
<i>Field Experience</i>	

Initial and Advanced Knowledge, Skills, and Dispositions
aligned with the Organizational Strands

Organizational Strands					
	Reflective Practitioners	Collaborative Instructional Leaders	Responders to Diversity	Facilitative Change Agents	
Candidates have the following knowledge, skills, & dispositions	Knowledge	characteristics of reflective teaching and practice.	child development and learning theories. issues involving teaching and schooling in a complex and culturally diverse society. subject content and have the ability to facilitate learning;	issues involving teaching and schooling in a complex and culturally diverse society. unique learning characteristics, needs, capabilities of students of different ages, cultural, language, and socio-economic backgrounds and exceptionalities.	characteristics of reflective teaching and practice. issues involving teaching and schooling in a complex and culturally diverse society.
		Skills	demonstrate the ability to bridge theory to practice in a variety of educational settings. implement best practices of teaching and learning for personal and professional growth.	demonstrate the appropriate uses of both formal and informal assessment strategies. plan and develop, individually and collaboratively, curriculum, instruction and assessment that fosters problem solving. demonstrate the ability to bridge theory to practice in a variety of educational settings.	plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders. demonstrate the ability to bridge theory to practice in a variety of educational settings.

	Dispositions	<p>seek articles in professional journals about teaching, learning, educational management and reform.</p> <p>reflect on and formulate a personal philosophy with respect to learning and teaching.</p> <p>value a reflective, questioning and analytic attitude, (e.g., utilize critical analysis of data and behavior to initiate change)</p>	<p>behave in a manner that exemplifies the ethics of the teaching profession.</p>	<p>develop awareness, appreciation, and understanding of different ages, cultures, languages, and socio-economic backgrounds and exceptionalities.</p>	<p>seek articles in professional journals about teaching, learning, educational management and reform.</p> <p>value a questioning and analytic attitude, (e.g., utilize critical analysis of data and behavior to initiate change).</p>
--	---------------------	---	---	--	---

UNIT LEVEL—Form A
(10/26/01)

~Alignment of INTASC principles, FEAPs, and Stetson’s Organizing Strands~

Collaborative Instructional Leader (MT, AP, KP) revised 3/05

(adapted from “Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue”, INTASC, 1992)

COLLABORATIVE INSTRUCTIONAL LEADER				
ACCOMPLISHED PRACTICES	Assessment	Knowledge	Skills	Disposition
		<p>The candidate understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion- referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. (INTASC Principle # 8)</p> <p>The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. (INTASC Principle # 8)</p> <p>The candidate understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns. (INTASC Principle # 8)</p>	<p>The candidate appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance his or her knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies. (INTASC Principle # 8)</p> <p>The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. (INTASC Principle # 8)</p> <p>The candidate maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators , to students, parents, and other colleagues. (INTASC Principle # 8)</p>	<p>The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. (INTASC Principle # 8)</p>

	<p>Communication</p>	<p>The candidate recognizes the importance of nonverbal as well as verbal communication. (INTASC Principle # 6)</p> <p>The candidate knows about and can use effective verbal, nonverbal, and media communication techniques. (INTASC Principle # 6)</p>	<p>The candidate models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). (INTASC Principle # 6)</p> <p>The candidate knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question). (INTASC Principle # 6)</p> <p>The candidate communicates in ways that demonstrate cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (INTASC Principle # 6)</p>	<p>The candidate values many ways in which people seek to communicate and encourages many modes of communication in the classroom. (INTASC Principle # 6)</p> <p>The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. (INTASC Principle # 6)</p>
--	----------------------	--	--	--

	<p>Continuous Improvement</p>	<p>The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities). (INTASC Principle # 9)</p>	<p>The candidate seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. (INTASC Principle # 9)</p> <p>The candidate draws upon 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. (INTASC Principle # 9)</p>	<p>The candidate is committed to reflection, assessment, and learning as an ongoing process. (INTASC Principle # 9)</p> <p>The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students. (INTASC Principle # 9)</p>
--	-------------------------------	---	---	--

	<p>Critical Thinking</p>	<p>The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated. (INTASC Principle # 4)</p> <p>The candidate understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). (INTASC Principle # 4)</p> <p>The candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). (INTASC Principle # 4)</p>	<p>The candidate uses 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. (INTASC Principle # 4)</p> <p>The candidate develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking. (INTASC Principle # 4)</p>	<p>The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities. (INTASC Principle # 4)</p>
--	--------------------------	--	--	---

	<p>Diversity</p>	<p>The candidate knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (INTASC Principle # 3)</p> <p>The candidate knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. (INTASC Principle # 3)</p> <p>The candidate understands how individual experiences, talents, and prior learning, as well as language, culture, family and community values, influence students’ learning. (INTASC Principle # 3)</p> <p>The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources into instruction. (INTASC Principle # 3)</p>	<p>The candidate identifies and designs instruction appropriate to students’ stage of development, learning styles, strengths, and needs. (INTASC Principle # 3)</p> <p>The candidate seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures). (INTASC Principle # 3)</p> <p>The candidate creates a learning community in which individual differences are respected. (INTASC Principle # 3)</p>	<p>The candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence.” (INTASC Principle # 3)</p> <p>The candidate makes students feel valued for their potential as people, and helps them learn to value each other. (INTASC Principle # 3)</p>
--	------------------	---	---	---

Ethics/Professionalism	<p><i>The candidate understands that teaching is a profession with a Code of Ethics and Principles—and how that code serves as a guideline for his or her own behavior as they interact with students, parents, colleagues, and agencies in the larger community.</i></p>	<p><i>The candidate is responsible and dependable (e.g., meets expectations for attendance, punctuality).</i></p> <p><i>The candidate demonstrates professional concern for students.</i></p> <p>The candidate talks with and listens to the students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems. (INTASC Principle # 10)</p>	<p><i>The candidate is a positive role model for students.</i></p> <p>The candidate is concerned about all aspects of a child’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. (INTASC Principle # 10)</p> <p>The candidate respects the privacy of students and confidentiality of information. (INTASC Principle # 10)</p>
Human Development and Learning	<p>The candidate understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning. (INTASC Principle # 2)</p> <p>The candidate understands that students’ physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions. (INTASC Principle # 2)</p>	<p>The candidate assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development. (INTASC Principle # 2)</p>	<p>The candidate is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning. (INTASC Principle # 2)</p>

<p>Knowledge of Subject Matter</p>	<p>The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches. (INTASC Principle # 1)</p> <p>The candidate can relate his/her disciplinary knowledge to other subject areas. (INTASC Principle # 1)</p>	<p>The candidate effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. (INTASC Principle # 1)</p> <p>The candidate can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (INTASC Principle # 1)</p> <p>The candidate engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. (INTASC Principle # 1)</p> <p>The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (INTASC Principle # 1)</p>	<p>The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. He or she seeks to keep abreast of new ideas and understandings in the field. (INTASC Principle # 1)</p> <p>The candidate has enthusiasm for the discipline(s) he or she teaches and sees connections to everyday life. (INTASC Principle # 1)</p>
------------------------------------	--	---	---

	Learning Environments	<p>The candidate understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. (INTASC Principle # 5)</p>	<p>The candidate creates a smoothly functioning learning community in which students assume responsibility for themselves and for one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities. (INTASC Principle # 5)</p> <p>The candidate organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. (INTASC Principle # 5)</p> <p>The candidate maximizes 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. (INTASC Principle # 5)</p> <p>The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (INTASC Principle # 5)</p>	<p>The candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate. (INTASC Principle # 5)</p>
	Planning	<p>The candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (INTASC Principle # 7)</p> <p>The candidate knows when and how to adjust plans based on student responses and other contingencies. (INTASC Principle # 7)</p>	<p>The candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each other progress. (INTASC Principle # 7)</p> <p>The candidate creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation. (INTASC Principle # 7)</p>	<p>The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. (INTASC Principle # 7)</p> <p>The candidate values planning as a collegial activity. (INTASC Principle # 7)</p>

	<p>Role of the Teacher</p>	<p><i>The candidate understands that accomplished teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.</i></p> <p>The candidate understands schools as organizations within the larger community context and understands the operations of relevant aspects of the system(s) within which s/he works. (INTASC Principle # 10)</p>	<p>The candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. (INTASC Principle # 4)</p> <p>The candidate participates in collegial activities designed to make the entire school a productive learning environment. (INTASC Principle # 10)</p> <p>The candidate establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being. (INTASC Principle # 10)</p>	<p>The candidate values and appreciates the importance of all aspects of a child's experience. (INTASC Principle # 10)</p> <p>The candidate is willing to work with other professionals to improve the overall learning environment for students. (INTASC Principle # 10)</p>
	<p>Technology</p>	<p>The candidate knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g., computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources). (INTASC Principle # 4)</p>	<p>The candidate knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities. (INTASC Principle # 6)</p>	<p><i>The candidate values technology as a tool to support and enhance learning.</i></p>

Responder to Diversity (CL, PC) revised 3/05

(adapted from “Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue”, INTASC, 1992)

RESPONDER TO DIVERSITY				
		Knowledge	Skills	Disposition
ACCOMPLISHED PRACTICES	Assessment	<p>The candidate knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. (INTASC Principle # 8)</p>	<p>The candidate uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. (INTASC Principle # 8)</p> <p>The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. (INTASC Principle # 8)</p>	<p>The candidate is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities (INTASC Principle # 8)</p>

	<p>Communication</p>	<p>The candidate understands communication theory, language development, and the role of language in learning. (INTASC Principle # 6)</p> <p>The candidate understands how cultural and gender differences can affect communication in the classroom. (INTASC Principle # 6)</p> <p>The candidate recognizes the importance of nonverbal as well as verbal communication. (INTASC Principle # 6)</p> <p>The candidate knows about and can use effective verbal, nonverbal, and media communication techniques. (INTASC Principle # 6)</p>	<p>The candidate models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received). (INTASC Principle # 6)</p> <p>The candidate supports and expands learner expression in speaking, writing, and other media. (INTASC Principle # 6)</p> <p>The candidate knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question). (INTASC Principle # 6)</p> <p>The candidate communicates in ways that demonstrate cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (INTASC Principle # 6)</p>	<p>The candidate recognizes the power of language for fostering self-expression, identity development, and learning. (INTASC Principle # 6)</p> <p>The candidate values many ways in which people seek to communicate and encourages many modes of communication in the classroom. (INTASC Principle # 6)</p> <p>The candidate is a thoughtful and responsive listener. (INTASC Principle # 6)</p> <p>The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. (INTASC Principle # 6)</p>
--	----------------------	---	---	---

	Continuous Improvement	The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities). (INTASC Principle # 9)	The candidate seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. (INTASC Principle # 9)	The candidate is committed to reflection, assessment, and learning as an ongoing process. (INTASC Principle # 9)
	Critical Thinking	The candidate understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). (INTASC Principle # 4)	<p>The candidate carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests). (INTASC Principle # 4)</p> <p>The candidate uses 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. (INTASC Principle # 4)</p> <p>The candidate constantly monitors and adjusts strategies in response to learner feedback. (INTASC Principle # 4)</p>	The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. (INTASC Principle # 4)

	<p>Diversity</p>	<p>The candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth. (INTASC Principle # 3)</p> <p>The candidate knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (INTASC Principle # 3)</p> <p>The candidate knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. (INTASC Principle # 3)</p> <p>The candidate understands how individual experiences, talents, and prior learning, as well as language, culture, family and community values, influence students' learning. (INTASC Principle # 3)</p> <p>The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (INTASC Principle # 3)</p>	<p>The candidate identifies and designs instruction appropriate to students' stage of development, learning styles, strengths, and needs. (INTASC Principle # 3)</p> <p>The candidate uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes. (INTASC Principle # 3)</p> <p>The candidate makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. (INTASC Principle # 3)</p> <p>The candidate can identify when and how to access appropriate services or resources to meet exceptional learning needs. (INTASC Principle # 3)</p> <p>The candidate seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). (INTASC Principle # 3)</p> <p>The candidate brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. (INTASC Principle # 3)</p> <p>The candidate creates a learning community in which individual differences are respected. (INTASC Principle # 3)</p>	<p>The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." (INTASC Principle # 3)</p> <p>The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (INTASC Principle # 3)</p> <p>The candidate is sensitive to community and cultural norms. (INTASC Principle # 3)</p> <p>The candidate makes students feel valued for their potential as people, and helps them learn to value each other. (INTASC Principle # 3)</p>
--	------------------	--	---	---

Ethics/Professionalism	The candidate understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse. (INTASC Principle # 10)		
Human Development and Learning	The candidate is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understand how development in any one domain may affect performance in others. (INTASC Principle # 2)	The candidate stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. (INTASC Principle # 2)	<p>The candidate appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. (INTASC Principle # 2)</p> <p>The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. (INTASC Principle # 2)</p>

	<p>Knowledge of Subject Matter</p>		<p>The candidate effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. (INTASC Principle # 1)</p> <p>The candidate can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts. (INTASC Principle # 1)</p> <p>The candidate can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (INTASC Principle # 1)</p> <p>The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (INTASC Principle # 1)</p>	<p>The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. He or she seeks to keep abreast of new ideas and understandings in the field. (INTASC Principle # 1)</p> <p>The candidate appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. (INTASC Principle # 1)</p>
--	------------------------------------	--	--	--

	<p>Learning Environments</p>	<p>The candidate can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (INTASC Principle # 5)</p> <p>The candidate understands how social groups function and influence people, and how people influence groups. (INTASC Principle # 5)</p> <p>The candidate knows how to help people work productively and cooperatively with each other in complex social settings. (INTASC Principle # 5)</p> <p>The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (INTASC Principle # 5)</p>	<p>The candidate creates a smoothly functioning learning community in which students assume responsibility for themselves and for one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities. (INTASC Principle # 5)</p> <p>The candidate helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom of openness, mutual respect, support, and inquiry. (INTASC Principle # 5)</p>	<p>The candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate. (INTASC Principle # 5)</p> <p>The candidate understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. (INTASC Principle # 5)</p> <p>The candidate values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. (INTASC Principle # 5)</p> <p>The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student. (INTASC Principle # 5)</p>
--	------------------------------	--	---	--

	<p>Planning</p>	<p>The candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (INTASC Principle # 7)</p> <p>The candidate knows when and how to adjust plans based on student responses and other contingencies. (INTASC Principle # 7)</p>	<p>The candidate plans for learning opportunities that recognize and address variation in learning styles and performance modes. (INTASC Principle # 7)</p> <p>The candidate creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each other progress. (INTASC Principle # 7)</p> <p>The candidate responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning. (INTASC Principle # 7)</p>	<p>The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. (INTASC Principle # 7)</p>
	<p>Role of the Teacher</p>			
	<p>Technology</p>			

Facilitative Change Agent

(ED, DT, BH) revised 3/05

(adapted from “Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue”, INTASC, 1992)

FACILITATIVE CHANGE AGENT				
ACCOMPLISHED PRACTICES	Assessment	<p>Knowledge</p> <p>The candidate understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns. (INTASC Principle # 8)</p>	<p>Skills</p> <p>The candidate appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance his or her knowledge of learners, evaluate students’ progress and performances, and modify teaching and learning strategies. (INTASC Principle # 8)</p>	<p>Disposition</p> <p>The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. (INTASC Principle # 8)</p>
	Communication	<p>The candidate understands communication theory, language development, and the role of language in learning. (INTASC Principle # 6)</p> <p>The candidate understands how cultural and gender differences can affect communication in the classroom. (INTASC Principle # 6)</p> <p>The candidate recognizes the importance of nonverbal as well as verbal communication. (INTASC Principle # 6)</p> <p>The candidate knows about and can use effective verbal, nonverbal, and media communication techniques. (INTASC Principle # 6)</p>	<p>The candidate knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question). (INTASC Principle # 6)</p> <p>The candidate communicates in ways that demonstrate cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation). (INTASC Principle # 6)</p>	<p>The candidate values many ways in which people seek to communicate and encourages many modes of communication in the classroom. (INTASC Principle # 6)</p>

Continuous Improvement	The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities). (INTASC Principle # 9)	The candidate uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (INTASC Principle # 9)	
Critical Thinking	The candidate understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction). (INTASC Principle # 4)	The candidate carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests). (INTASC Principle # 4)	The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. (INTASC Principle # 4)
Diversity	The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (INTASC Principle # 3)	The candidate seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). (INTASC Principle # 3)	The candidate is sensitive to community and cultural norms. (INTASC Principle # 3)
Ethics/Professionalism		The candidate acts as an advocate for students. (INTASC Principle # 10)	

	Human Development and Learning	The candidate understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning. (INTASC Principle # 2)	The candidate assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development. (INTASC Principle # 2)	The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. (INTASC Principle # 2)
	Knowledge of Subject Matter	The candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches. (INTASC Principle # 1)	The candidate can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (INTASC Principle # 1)	The candidate is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning the discipline. (INTASC Principle # 1)
	Learning Environments	The candidate can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (INTASC Principle # 5)	The candidate helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom of openness, mutual respect, support, and inquiry. (INTASC Principle # 5)	The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student. (INTASC Principle # 5)
	Planning			

	<p>Role of the Teacher</p>	<p><i>The candidate understands that accomplished teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.</i></p> <p>The candidate understands schools as organizations within the larger community context and understands the operations of relevant aspects of the system(s) within which s/he works. (INTASC Principle # 10)</p>	<p>The candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. (INTASC Principle # 4)</p>	
	<p>Technology</p>			

Reflective Practitioner (RL, DM, CC) revised 3/05

(adapted from “Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue”, INTASC, 1992)

REFLECTIVE PRACTITIONER				
		Knowledge	Skills	Disposition
ACCOMPLISHED PRACTICES	Assessment		<p>The candidate evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work. (INTASC Principle # 8)</p> <p>The candidate monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly. (INTASC Principle # 8)</p>	
	Communication			<p>The candidate is a thoughtful and responsive listener. (INTASC Principle # 6)</p> <p>The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. (INTASC Principle # 6)</p>

	<p>Continuous Improvement</p>	<p>The candidate understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them. (INTASC Principle # 9)</p> <p>The candidate is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities). (INTASC Principle # 9)</p>	<p>The candidate uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice. (INTASC Principle # 9)</p> <p>The candidate seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher. (INTASC Principle # 9)</p> <p>The candidate draws upon 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. (INTASC Principle # 9)</p>	<p>The candidate values critical thinking and self-directed learning as habits of mind. (INTASC Principle # 9)</p> <p>The candidate is committed to reflection, assessment, and learning as an ongoing process. (INTASC Principle # 9)</p> <p>The candidate is willing to give and receive help. (INTASC Principle # 9)</p> <p>The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students. (INTASC Principle # 9)</p> <p>The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. (INTASC Principle # 9)</p>
--	-------------------------------	--	---	--

Critical Thinking		<p>The candidate carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g., developmental stages, prior knowledge, learning styles, and interests). (INTASC Principle # 4)</p> <p>The candidate constantly monitors and adjusts strategies in response to learner feedback. (INTASC Principle # 4)</p> <p>The candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. (INTASC Principle # 4)</p>	
Diversity	<p>The candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth. (INTASC Principle # 3)</p>		
Ethics/Professionalism			

Human Development and Learning	The candidate understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions. (INTASC Principle # 2)	The candidate stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. (INTASC Principle # 2)	
Knowledge of Subject Matter	The candidate can relate his/her disciplinary knowledge to other subject areas. (INTASC Principle # 1)	<p>The candidate effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings. (INTASC Principle # 1)</p> <p>The candidate can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts. (INTASC Principle # 1)</p> <p>The candidate can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. (INTASC Principle # 1)</p> <p>The candidate can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. (INTASC Principle # 1)</p>	<p>The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. He or she seeks to keep abreast of new ideas and understandings in the field. (INTASC Principle # 1)</p> <p>The candidate appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. (INTASC Principle # 1)</p> <p>The candidate is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning the discipline. (INTASC Principle # 1)</p>

	Learning Environments	The candidate recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated. (INTASC Principle # 5)	<p>The candidate helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom of openness, mutual respect, support, and inquiry. (INTASC Principle # 5)</p> <p>The candidate analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. (INTASC Principle # 5)</p>	<p>The candidate recognizes the value for intrinsic motivation to students' life-long growth and learning. (INTASC Principle # 5)</p> <p>The candidate is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student. (INTASC Principle # 5)</p>
	Planning	The candidate knows when and how to adjust plans based on student responses and other contingencies. (INTASC Principle # 7)	The candidate responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning. (INTASC Principle # 7)	<p>The candidate values both long-term and short-term planning. (INTASC Principle # 7)</p> <p>The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. (INTASC Principle # 7)</p>
	Role of the Teacher		The candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. (INTASC Principle # 4)	
	Technology			<i>The candidate values technology as a tool to support and enhance learning.</i>

Indicators for Educator Accomplished Practices (coded for NCATE Standard 1 categories)

Adopted in Faculty/Staff meeting 11-21-2005; Revised in Faculty Work Session & Advisory Board Meeting 3-27-2006; Updated 8-28-2006

AP # 1 Assessment	AP #2 Communication	AP # 3 Continuous Improvement	AP # 4 Critical Thinking
<p>1.1 Modifies instruction based on assessed student performance.</p> <p style="text-align: center;"><i>Professional & Pedagogical (S, D)</i></p>	<p>2.1 Understands theoretical underpinnings of and communicates high expectations for learning.</p> <p style="text-align: center;"><i>(K, D)</i></p>	<p>3.1 Seeks articles in professional journals about teaching, learning, educational management, and reform.</p> <p style="text-align: center;"><i>Prof & Ped (S, D)</i></p>	<p>4.1 Uses strategies that promote the development of critical/creative thinking and problem-solving.</p> <p style="text-align: center;"><i>Pedagogical Content (S)</i></p>
<p>1.2 Uses a variety of formal and informal assessments (including traditional and alternative) to address all learners.</p> <p style="text-align: center;"><i>Prof & Ped (S)</i></p>	<p>2.2 Knows how to ask questions and stimulate discussions in different ways for instructional purposes.</p> <p style="text-align: center;"><i>Prof & Ped (K)</i></p>	<p>3.2 Reflects on and formulates a personal philosophy with respect to learning and teaching.</p> <p style="text-align: center;"><i>(D)</i></p>	<p>4.2 Uses verbal questioning techniques in a variety of instructional settings.</p> <p style="text-align: center;"><i>Prof & Ped (S)</i></p>
<p>1.3 Assesses student learning and develops strategies to scaffold instruction based on needs of students.</p> <p style="text-align: center;"><i>Prof & Ped /Student Lng (K, S)</i></p>	<p>2.3 Uses appropriate conventions (grammar, punctuation, and spelling) in oral and/or written communication.</p> <p style="text-align: center;"><i>Prof & Ped (S)</i></p>	<p>3.3 Reflects on teaching practices and modifies instruction accordingly.</p> <p style="text-align: center;"><i>Prof & Ped /Student Lng (D)</i></p>	<p>4.3 Teaches multiple modes of inquiry and encourages students to engage in multiple modes of inquiry.</p> <p style="text-align: center;"><i>Pedagogical Content (K, S)</i></p>
<p>1.4 Assesses at a variety of cognitive levels (lower and higher cognitive functions) and/or English language levels.</p> <p style="text-align: center;"><i>Prof & Ped (K, S)</i></p>	<p>2.4 Delivers instruction in clear, understandable manner.</p> <p style="text-align: center;"><i>Pedagogical Content (S)</i></p>	<p>3.4 Seeks feedback from parents and other professionals.</p> <p style="text-align: center;"><i>(D)</i></p>	<p>4.4 Poses problems, dilemmas, and questions in lessons.</p> <p style="text-align: center;"><i>Prof & Ped (S)</i></p>
<p>1.5 Maintains useful records and data of student work.</p> <p style="text-align: center;"><i>Prof & Ped (S)</i></p>	<p>2.5 Uses effective verbal and nonverbal communication techniques to maintain instructional momentum.</p> <p style="text-align: center;"><i>Prof & Ped (S, D)</i></p>	<p>3.5 Shows evidence of willingness to change.</p> <p style="text-align: center;"><i>(D)</i></p>	
<p>1.6 Communicates students progress knowledgeably and ethically to students, parents, and other professionals.</p> <p style="text-align: center;"><i>Prof & Ped (S, D)</i></p>			

AP # 5 Diversity	AP #6 Ethics	AP # 7 Human Development and Learning	AP # 8 Knowledge of Subject Matter
5.1 Arranges the physical setting to support the diverse needs of students. <i>Prof & Ped (S)</i>	6.1 Adheres to Florida Code of Ethics. <i>(D)</i>	7.1 Groups students based on their developmental levels. <i>Prof & Ped (K)</i>	8.1 Communicates knowledge of subject matter in a manner that enables student to learn. <i>Content (K, S)</i>
5.2 Creates learning opportunities that accommodates diverse learners by using multiple teaching strategies and techniques. <i>Prof & Ped (S)</i>	6.2 Acts as a professional in meeting the expectations for dress, attendance, and punctuality. <i>(D)</i>	7.2 Understands the use of scaffolding instruction based on developmental needs of students. <i>Prof & Ped (K)</i>	8.2 Links subject matter to state and/or national standards. <i>Content (K)</i>
5.3 Recognizes, accepts, and values individual differences among students and families. <i>Prof & Ped (K, S, D)</i>	6.3 Cites sources in all assignments (i.e., units, papers, lesson plans). <i>Prof & Ped (S)</i>	7.3 Identifies and/or uses developmentally appropriate materials in a variety of settings. <i>Prof & Ped (K, S)</i>	8.3 Presents subject matter accurately and in a manner that moves student learning forward (responding, questioning, etc.). <i>Pedagogical Content (K, S)</i>
5.4 Selects and uses instructional materials and resources to meet all learning needs. <i>Pedagogical Content (S)</i>		7.4 Uses multiple strategies that engage and motivate students at various developmental levels. <i>Prof & Ped (S)</i>	8.4 Uses a variety of subject matter appropriate instructional materials. <i>Pedagogical Content (S)</i>
		7.5 Plans activities appropriate for the developmental needs of students. <i>Prof & Ped (S)</i>	8.5 Connects learning to real life to promote meaningful and relevant learning experiences. <i>Pedagogical Content (S)</i>
			8.6 Plans and implements interdisciplinary learning experiences. <i>Pedagogical Content (S)</i>

AP # 9 Learning Environment	AP #10 Planning	AP # 11 Role of the Teacher	AP # 12 Technology
9.1 Manages student behavior in various learning environments. <i>Prof & Ped (S)</i>	10.1 Identifies student performance outcomes for planned lessons/units/projects. <i>Prof & Ped (K)</i>	11.1 Communicates and cooperates with all families to improve student learning. <i>Prof & Ped (S, D)</i>	12.1 Uses technology on a personal/professional basis (computer applications, Internet, learning media, AV equipment and other technologies). <i>Prof & Ped (S)</i>
9.2 Manages instructional time (i.e., pacing, transitions, scheduling). <i>Prof & Ped (S)</i>	10.2 Designs lessons/units to accommodate social, cultural, linguistic, and academic needs. <i>Prof & Ped (K, S)</i>	11.2 Understands the multiple roles and responsibilities of teachers (i.e., lunchroom duty, bus duty, community activities). <i>Prof & Ped (K)</i>	12.2 Integrates technology in classroom instruction to enhance student learning. <i>Pedagogical Content (S)</i>
9.3 Develops and applies classroom rules and procedures consistently and equitably. <i>Prof & Ped (S, D)</i>	10.3 Correlates lessons to the Sunshine State Standards. <i>Prof & Ped (K)</i>	11.3 Works with various school professionals to improve student learning. <i>Prof & Ped (S, D)</i>	12.3 Provides students with hands-on experience using technology. <i>Prof & Ped (S)</i>
9.4 Creates a classroom that is a safe learning environment (physical, emotional, and intellectual). <i>Prof & Ped (S)</i>	10.4 Uses school and community resources that support student learning. <i>Prof & Ped (S)</i>	11.4 Participates in and supports class and school-wide endeavors. <i>(D)</i>	
9.5 Creates and maintains a positive classroom climate. <i>Prof & Ped (S, D)</i>	10.5 Uses a variety of instructional strategies, materials, and resources. <i>Prof & Ped (S)</i>		
9.6 Uses effective motivation techniques. <i>Prof & Ped (S)</i>	10.6 Coordinates instructional objectives with appropriate teaching and assessment strategies. <i>Prof & Ped (K, S)</i>		
	10.7 Plans and implements lessons that actively engage students. <i>Prof & Ped /Student Lng (S)</i>		

(coded for NCATE Standard 1 categories)