

## **InTASC 2011 Model Core Teaching Standards**

### ***The Learner & Learning***

#### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### ***Content***

#### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### ***Instructional Practice***

#### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

#### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### ***Professional Responsibility***

#### **Standard #9: Professional Learning and Ethical Practice and Christian Integrity**

The teacher engages in ongoing professional and spiritual growth and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **Professional Dispositions of the Servant Leader**

*All teachers are expected to adhere to a professional code of conduct. Interaction with students, parents, and professional colleagues are as important as teachers' knowledge and skill in teaching and learning. The School of Education of Wisconsin Lutheran College has adopted the following professional dispositions:*

### **Goal 1: The Teacher as Professional**

The Servant-Leader consistently demonstrates professional values and ethics in words and actions in that s/he:

- Shows conduct consistent with policy and procedures of Wisconsin Lutheran College;
- Shows conduct consistent with policy and procedures at K-12 schools in clinical experiences;
- Demonstrates understanding and sensitivity to the protection of the privacy and confidentiality of K-12 students, peers, and other professionals;
- Strives to positively promote innovative programs, ideas, and experiences with fellow educators;
- Makes choices that reflect professional demeanor and dress in spite of outside influences and personal taste; *and*
- Demonstrates integrity through actions of honesty, truthfulness, and reliability.

### **Goal 2: The Teacher as Knowledgeable**

The Servant-Leader acquires an attitude for continuous maintenance and expansion of learning in that s/he:

- Demonstrates enthusiasm for the disciplines s/he teaches and keeps up-to-date with new practices in the field;
- Shows initiative and independence in learning; *and*
- Engages in continuous effort to expand understanding about students and the learning environment through active engagement in reading, listening, observing, questioning, participating, and researching.

### **Goal 3: The Teacher as Communicator**

The Servant-Leader seeks to establish a supportive, collaborative, and inclusive environment to improve educational opportunities for all students in that s/he:

- Demonstrates thoughtful, effective, and prudent verbal and non-verbal communication (including listening, speaking, writing, and technology);
- Respects, accepts, and is responsive to the experiences, ideas, and views of others, regardless of individual and cultural differences;
- Resolves differences or misunderstandings that reflect fully, respectfully, and according to biblical principles (Matthew 18); *and*
- Demonstrates that communication is an integral necessity for successful learning.

### **Goal 4: The Teacher as Life-long Learner**

The Servant-Leader critically evaluates professional performance, learns from experiences, makes changes in practice as a result of current investigation of research, and incorporates "best practices" into instruction in that s/he:

- Continually seeks out and refines practices leading to professional growth;
- Seeks opportunities to learn about self and sets goals for self-improvement;
- Is open and responsive to feedback from others;
- Demonstrates an ability to provide positive and constructive feedback to others; *and*
- Integrates ongoing reflection for the sake of student success and improvement of teaching.