

Christian role modeling, and servant leadership in every aspect of the clinical experience from punctuality to classroom performance to appropriate dress.

- **Program-Identified Knowledge, Skills, and Dispositions**

While this is a challenging aspect to assess, certain behaviors can be observed, defined and identified to represent dispositions or attitudes that can contribute to presentation of an individual as a professional educator and servant leader.

Standard #1: The teacher knows the subject content.

The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners.

Knowledge: The teacher:

- K.1: **Demonstrates** knowledge of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the assigned discipline.
- K.2: **Recognizes** how students' conceptual frameworks for an area of knowledge, conceptions, and misconceptions can influence their learning.
- K.3: **Relates** disciplinary knowledge to other subject areas.

Performances/Skills: The teacher:

- S.1: **Uses** effective multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- S.2: **Represents and uses** differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
- S.3: **Evaluates** teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- S.4: **Engages** students in generating knowledge and testing hypotheses according to the methods standards of evidence used in the discipline.
- S.5: **Develops and uses** curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- S.6: **Creates** interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Dispositions: The teacher:

- D.1: **Seeks** to keep abreast of new ideas and understandings in the field, realizing that subject matter knowledge is not a fixed body of facts.
- D.2: **Appreciates** varying viewpoints and **communicates** to learners how knowledge is developed through the lens of multiple perspectives.
- D.3: **Demonstrates** enthusiasm for the discipline taught and **makes** connections to everyday life.
- D.4: **Shows** commitment to continuous learning and **engages** in professional discourse about subject matter knowledge and student learning of the discipline.

Standard #2: The teacher knows how learners grow and develop.

The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports student's intellectual, social, emotional, and personal development.

Knowledge: The teacher:

- K.1: **Recognizes** how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and **uses** instructional strategies that promote student learning.

- K.2: **Describes** how student physical, social, emotional, moral, and cognitive development influences learning and **addresses** these factors when making instructional decisions.
- K.3: **Demonstrates** awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), **identifies** levels of readiness in learning, and **recognizes** how development in any one domain may affect performance in others.

Performances/Skills: The teacher:

- S.1: **Assesses** individual and group performance in order to design instruction that meets current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- S.2: **Activates** student reflection of prior knowledge and links new ideas to known ideas, making connections to student experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- S.3: **Identifies** student thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Dispositions: The teacher:

- D.1: **Recognizes** individual variation within each area of development, **shows** respect for the diverse talents of all learners, and **shows** commitment to the development of the learner.
- D.2: **Values** student strengths as a basis for growth and a means for overcoming deficits.

Standard #3: The teacher understands diversity.

The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities.

Knowledge: The teacher:

- K.1: **Identifies** differences in approaches to learning performance, including different learning styles, multiple intelligences, and performance modes, and designs instruction that focus on student strengths as the basis for growth.
- K.2: **Identifies** areas of exceptionality in learning.
- K.3: **Incorporates** the process of second language acquisition and strategies which support the learning of students whose first language is not English.
- K.4: **Recognizes** that student learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- K.5: **Articulates** a well-grounded framework for understanding cultural and community diversity and **incorporates** student experiences, cultures, and community resources into instruction.

Performances/Skills: The teacher:

- S.1: **Identifies** and designs instruction appropriate to student stages of development, learning styles, strengths, and needs.
- S.2: **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.
- S.3: **Identifies** when and how to access appropriate services or resources to meet exceptional learning needs.
- S.4: **Communicates** with student families, cultures, and communities, and **uses** this information as a basis for connecting instruction to student background experiences.
- S.5: **Integrates** multiple perspectives into the discussion of subject matter, including attention to student personal, family, and community experiences and cultural norms.
- S.6: **Creates** a learning community in which individual differences are respected.

Dispositions: The teacher:

- D.1: **Demonstrates** a belief that all children can learn at high levels and **persists** in helping all children achieve success.

- D.2: **Values** human diversity, **shows** respect for students' varied talents and perspectives, and **is committed to** individual success.
- D.3: **Shows** respect to students as individuals with differing backgrounds, skills, talents, and interests.
- D.4: **Recognizes** students for their potential and **provides** opportunities for them to learn to value each other.

Standard #4: The teacher knows how to teach.

The teacher understands and uses a variety of instructional strategies, including technology, to encourage learner development of critical thinking, problem solving, and performance skills.

Knowledge: The teacher:

- K.1: **Identifies** the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- K.2: **Applies** principles and techniques of effective instruction and best practices.
- K.3: **Enhances** learning through the use of a wide variety of materials and experiences, as well as human and technological resources.

Performances/Skills: The teacher:

- S.1: **Evaluates** how to achieve learning goals, to choose alternative teaching strategies and materials for varying instructional purposes, and to meet student needs.
- S.2: **Integrates** multiple teaching and learning strategies to engage students in active learning opportunities.
- S.3: **Monitors** and **adjusts** strategies in response to learner feedback.
- S.4: **Varies** the instructional role (e.g., instructor, facilitator, coach, audience) in relation to the content of instruction and the needs of learners.
- S.5: **Develops** a variety of clear, accurate, and appropriate presentations to encourage critical thinking.

Dispositions: The teacher:

- D.1: **Values** the development of students' critical thinking, independent problem solving, and performance capabilities.
- D.2: **Values** flexibility for adapting instruction to student responses, ideas, and needs.

Standard #5: The teacher knows how to create and maintain a positive learning environment.

The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning and self-motivation.

Knowledge: The teacher:

- K.1: **Uses** 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.
- K.2: **Explains** how social groups function and influence people and how people influence groups.
- K.3: **Describes** the process by which individuals work productively and cooperatively with each other in complex social settings.
- K.4: **Articulates** the principles of effective classroom management and **uses** a range of strategies to promote positive relationships, cooperation, and purposeful learning within and outside the classroom.
- K.5: **Identifies** factors and situations that are likely to promote or diminish intrinsic motivation and **uses** this knowledge to help learners become self-motivated.

Performances/Skills: The teacher:

- S.1: **Creates** a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
- S.2: **Engages** students in individual and cooperative learning activities that help them develop the motivation to achieve.
- S.3: **Organizes, allocates, and manages** the resources of time, space, activities.
- S.4: **Facilitates** the development of shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

- S.5: **Analyzes** the classroom environment and **makes decisions** and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- S.6: **Organizes, prepares** and **monitors** students for independent and group work that allows for full and varied participation of all individuals.

Dispositions: The teacher:

- D.1: **Takes responsibility** for establishing a positive climate in the classroom and contributes to a positive climate in the school as a whole.
- D.2: **Is committed to** the expression and use of democratic values in the classroom.
- D.3: **Values** the role of students in promoting each other's learning and **recognizes** the importance of peer relationships in establishing a climate of learning.
- D.4: **Recognizes** the value of intrinsic motivation to students' lifelong growth and learning.
- D.5: **Is committed** to ongoing development of individual learners' abilities and **continues** to **explore** different motivational strategies likely to encourage this development.

Standard #6: The teacher promotes and models effective communication.

The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school and in the community

Knowledge: The teacher:

- K.1: **Explains** communication theory, gender, language development, and the role of language in learning.
- K.2: **Identifies** how cultural, and generational diversity may affect communication in the classroom.
- K.3: **Recognizes** the importance of nonverbal as well as verbal communication.
- K.4: **Uses** effective verbal, nonverbal, and media communication techniques across a variety of audiences.

Performances/Skills: The teacher:

- S.1: **Models** effective communication strategies in conveying ideas and information and in asking questions.
- S.2: **Supports** and **expands** learner skills in speaking, listening, writing and other media.
- S.3: **Asks** questions and **stimulates** discussion in different ways for particular purposes.
- S.4: **Communicates** in ways that demonstrate sensitivity to cultural and gender differences.
- S.5: **Uses** a variety of multi-media communication tools to enrich learning opportunities.

Dispositions: The teacher:

- D.1: **Recognizes** the power of language for fostering self-expression, identity development, and learning.
- D.2: **Acknowledges** and **encourages** the variety of ways in which learners communicate in the classroom.
- D.3: **Is** a thoughtful and responsive listener.
- D.4: **Fosters** culturally sensitive communication by and among all students in the class.

Standard #7: The teacher possesses knowledge of educational foundations and skill at instructional planning,

The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning, and clearly articulates a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundations, subject matter, learners, the community and curricular goals or standards.

Knowledge: The teacher:

- K.1: **Demonstrates** professional understanding, growth and expansion in the thinking and analysis of philosophical foundations of education and **uses** this knowledge in planning instruction.
- K.2: **Understands** learning theory, subject matter, curricular development, and student development and **uses** this knowledge in planning instruction to meet curricular goals.
- K.3: **Takes** contextual considerations into account in planning instruction to create an effective bridge between curricular goals and student experiences.
- K.4: **Adjusts** and **modifies** plans based on learner needs and student responses.

Performances/Skills: The teacher:

- S.1: **Creates** learning experiences that are reflective of curricular goals relevant to learners and grounded in best practices, principles, and a personal philosophical framework.
- S.2: **Plans** for learning opportunities that recognize and address variation in learning styles and performance modes.
- S.3: **Creates** lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.
- S.4: **Creates** short-range and long-term plans linked to learner needs and performance and adapts the plans to ensure and capitalize on student progress and motivation.
- S.5: **Evaluates** plans in relation to short and long-range goals and systematically adjusts those plans to meet student needs and enhance learning.

Dispositions: The teacher:

- D.1: **Values** both long term and short term planning.
- D.2: **Adjusts** and **revises** instruction plans based on student needs and changing circumstances.
- D.3: **Values** planning as a collegial activity.
- D.4: **Commits** to ongoing reflection of educational and philosophical foundations.

Standard #8: The teacher knows how to assess and evaluate student learning.

The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development and advancement of the learner.

Knowledge: The teacher:

- K.1: **Identifies** the characteristics, advantages, and limitations of formative and summative means of assessment for evaluating learners.
- K.2: **Demonstrates** selection, construction, and implementation for pre and post assessment strategies and instruments appropriate to the learning outcomes and for other diagnostic purposes.
- K.3: **Applies** measurement theory and constructs within a comprehensive assessment plan.

Performances/Skills: The teacher:

- S.1: **Utilizes** a variety of formal and informal assessment techniques to enhance knowledge of learners, evaluate progress and performances, and modify teaching and learning strategies.
- S.2: **Gathers** and **applies** information about the learners' experiences, their learning behavior, needs, and input from parents, guardians, colleagues, and the students themselves.
- S.3: **Involves** learners in self-assessment activities designed to create an awareness of strengths and needs for personal goal setting and learning progress.
- S.4: **Evaluates** the learning experiences in order to assess teaching strategies and behaviors in relation to student success, modification of plans and instructional approaches.
- S.5: **Maintains** useful records of student work and performance and **communicates** progress to stakeholders in an ethical manner.

Dispositions: The teacher:

- D.1: **Values** continuous assessment as essential to the instructional process.
- D.2: **Commits** to utilizing assessment to ensure learner growth.

Standard #9: The teacher models Christian professional integrity.

The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one's faith life.

Knowledge: The teacher:

- K.1: **Identifies** methods of inquiry for purposes of reflecting on professional practices that provide a variety of self assessment and problem-solving strategies for reflecting on professional practice, its influence on student growth and learning.
- K.2: **Demonstrates** knowledge of self assessment and problem-solving strategies and their influences on student growth and learning.

K.3: **Analyzes** scholarly literature and resources available for professional development.

Performances/Skills: The teacher:

- S.1: **Demonstrates** professionalism grounded in Christian principles.
- S.2: **Uses** a variety of data for evaluating the outcomes of teaching and learning as a basis for a reflective practice.
- S.3: **Researches** professional literature and **utilizes** colleagues and other resources to support the development as learner and educator.
- S.4: **Networks** collegially across professional arenas to support reflection, problem-solving and professional development.

Dispositions: The teacher:

- D.1: **Values** critical thinking and self-directed learning as habits of mind.
- D.2: **Is committed** to reflection, assessment, and learning as a continuous process.
- D.3: **Is committed** to differentiation to address learner needs.
- D.4: **Recognizes** the professional and ethical responsibility for engaging in and supporting professional practices to meet the needs of all students, colleagues and self.

Standard #10: The teacher networks with educational professionals and the community.

The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner.

Knowledge: The teacher:

- K.1: **Demonstrates** an understanding of how schools operate as an organization within the larger community.
- K.2: **Identifies** the environmental factors that may influence students' life and learning.
- K.3: **Articulates** and **abides** by laws related to the rights and responsibilities of learners and teachers.

Performances/Skills: The teacher:

- S.1: **Participates** in collegial activities to enhance the learning community.
- S.2: **Creates** and or engages in networks within the learner's environments through consultation with parents, guardians, colleagues, counselors, and/or professionals in the community.
- S.3: **Identifies** and incorporates community resources to support student learning.
- S.4: **Shows** sensitivity and responsiveness to student distress and seeks outside help as needed and/or required by law.
- S.5: **Advocates** for all learners.

Dispositions: The teacher:

- D.1: **Values** and **appreciates** the impact of life experiences that may affect the learner's (cognitive, emotional, social, and physical) development and well being.
- D.2: **Consults** with appropriate professionals regarding the education and well being of the learner.
- D.3: **Respects** the learner's privacy and confidentiality of information.
- D.4: **Embodies** the qualities of a servant leader.