

Standard 1- SUBJECT MATTER *The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

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| a) Demonstrates knowledge of content and pedagogy (P) | e) Makes topics relevant to students' lives (P) |
| b) Uses multiple representations to capture key ideas (P) | f) Demonstrates enthusiasm for discipline (D) |
| c) Creates interdisciplinary learning experiences (P) | |
| d) Engages students in generating knowledge (P) | |

Standard 2 – STUDENT LEARNING *The candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.*

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| a) Addresses physical, social, emotional, moral and cognitive development in instructional decision-making (K) | g) Uses strengths as a basis for growth and errors as an opportunity for learning (D) |
| b) Demonstrates respect for diverse talents of all learners (D) | h) Assesses student learning & designs instruction accordingly (P) |
| c) Links new ideas to already familiar ideas & experiences (P) | i) Uses developmentally appropriate instructional strategies (P) |
| d) Provides opportunities for active student engagement (P) | j) Encourages discussion (P) |
| e) Encourages students to assume responsibility for learning (P) | k) Elicits samples of student thinking orally and in writing (P) |
| f) Listens thoughtfully and responds appropriately (P) | |

Standard 3 – DIVERSE LEARNERS *The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

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| a) Designs instruction to meet individual needs of students (P) | g) Demonstrates knowledge of student interests and heritage (K) |
| b) Brings multiple perspectives to the content (P) | h) Collaborates with resource teachers in planning and instruction, Pre and Post (P) |
| c) Uses strategies to support ELL students' learning (K) | i) Recognizes and deals with prejudices and discrimination (P) |
| d) Persists in helping all children achieve success (D) | j) Respects students as individuals & helps them learn to value each other (D) |
| e) Utilizes teaching materials that reflect a diverse society (P) | |
| f) Knows about areas of exceptionality in learning (K) | |

Standard 4 – INSTRUCTIONAL STRATEGIES *The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.*

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| a) Understands & can implement grade level standards (K) | e) Demonstrates flexibility and develops a variety of clear, accurate presentations based on content and learning goals to engage students in active learning, using materials, resources & technology (P) |
| b) Monitors & adjusts strategies to meet student needs (P) | |
| c) Nurtures the development of critical thinking and independent problem-solving skills in students (D) | |
| d) Reciprocity in teaching (D) | |

Standard 5 – LEARNING ENVIRONMENT/CLASSROOM MANAGEMENT *The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.*

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| a) Draws from a variety of disciplines to develop strategies for organizing and supporting individual and group work (K) | g) Develops expectations for student interactions and responsibilities (P) |
| b) Helps students work productively and cooperatively (K) | h) Makes decisions and adjustments to enhance social relationships, student motivation and student engagement (P) |
| c) Creates an environment of openness, mutual respect, support, inquiry and learning (P) | i) Organizes and monitors independent and group work to allow for participation of all students (P) |
| d) Expresses and uses democratic values in the classroom (D) | j) Ensures a physically and emotionally safe environment that promotes effective learning (P) |
| e) Uses different motivational strategies to support continual learning for each student (D) | |
| f) Maximizes the amount of class time spent in learning (P) | |

Standard 6 – COMMUNICATION *The candidate uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.*

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| a) Communicates in ways that demonstrate sensitivity to cultural and gender differences, fostering culturally sensitive communication by and among all students in the class (P) (D) | c) Uses thoughtful and responsive listening (D) |
| b) Models effective verbal, nonverbal and media communication strategies in conveying information, asking questions and leading discussions (K) (P) | d) Supports and expands student expression in speaking, writing and other media (P) |
| | e) Uses a variety of media communications to enrich learning (P) |

Standard 7 – PLANNING INSTRUCTION *The candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.*

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| a) Plans effective instruction to meet curriculum goals, linking short and long range term plans to student needs and performance, based on principles of effective instruction. (K) (P) | b) Plans instruction using contextual considerations that bridge curriculum and student experiences (K) |
| | c) Values planning as a collegial activity (D) |

Standard 8 – ASSESSMENT *The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.*

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| a) Knows how to select, construct and use assessment strategies and instruments appropriate to the learning outcomes and Minnesota Standards to enhance knowledge of students, identify strengths, evaluate progress and modify teaching (K) | d) Monitors teaching in relation to student success and modifies instructional approaches accordingly (P) |
| b) Recognizes that many different assessment strategies are necessary for monitoring and promoting student learning, and appropriately uses a variety of formal and informal assessment techniques including student self assessment (K) (P) | e) Assesses and reflects on individual and group effects of class activities (P) |
| c) Involves students in setting learning goals (P) | f) Establishes and maintains accurate and complete records of student work and performance and communicates student progress based on appropriate indicators (P) |
| | g) Provides continuous, timely feedback to students in order to assist learning progress (P) |

Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT *The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.*

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| a) Demonstrates a willingness to give and receive help (D) | c) Understands the influences of the teacher's behavior on student growth and learning (K) |
| b) Demonstrates a commitment to reflection, self-assessment and on-going learning (D) | d) Draws on colleagues as supports for reflection, problem-solving and new ideas (P) |

Standard 10 – PARTNERSHIPS *The candidate fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.*

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| a) Understands how factors outside of school influence student learning (K) | d) Understands the influence of use and misuse of tobacco, alcohol, drugs and other chemicals on student life and learning (K) |
| b) Understands & implements laws related to student rights and teacher responsibilities (K) | e) Collaborates with other professionals to enhance the overall learning environment for students (P) |
| c) Respects the privacy of students and confidentiality of information (D) | f) Develops respectful, cooperative partnerships with families, colleagues and community to foster student learning and well being (P) |

PROFESSIONAL DISPOSITIONS *The candidate models professional behaviors and attitudes consistent with that of a high quality teacher.*

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| a) Demonstrates enthusiasm (e.g., body language, eye contact, using students' names) | g) Focuses attention on students and instruction when at school – is not distracted |
| b) Is reliable – arrives on time and ready to teach | h) Is sensitive and responsive to the needs of students and staff |
| c) Accepts responsibilities assigned by the cooperating teacher and university supervisor | i) Dresses appropriately for the classroom or professional situation |
| d) Carries out assignments independently, when appropriate | j) Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms |
| e) Demonstrates flexibility – adapts easily to changing circumstances | k) Demonstrates ability to work collaboratively |
| f) Demonstrates initiative – seeks to make a contribution to the classroom and the school | l) Exercises sound professional judgment when working with colleagues, students, parents and community members |

St. Cloud State University • College of Education • Indicators of Effective Teaching
(Based on the INTASC Principles and Minnesota Standards of Effective Practice for Teachers)

This reference sheet outlines the knowledge (K), disposition (D) and performance (P) indicators which reflect the INTASC and Minnesota Board of Teaching standards. It should be used to guide your observation and/or reflection of student teaching.