

Attachment 3: Select National Standards and Performance Indicators

Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing, Assessment and Development		
Core Principle:	Knowledge	Performance Indicator
<p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<ul style="list-style-type: none"> • The teacher 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. • The teacher 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). • The teacher 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). 	<ul style="list-style-type: none"> • The teacher 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). • The teacher 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 student assume responsibility for identifying and using learning resources. • The teacher constantly monitors and adjusts strategies in response to learner feedback. • The teacher 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. • The teacher 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.

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National Board for Professional Teaching Standards (NBPTS) Core Propositions and Standards		
NBPTS Core Proposition #3:	Applicable Standards	Portfolio Entry
<p>Teachers are responsible for managing and monitoring student learning.</p> <ul style="list-style-type: none"> • Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students. They make the most effective use of time in their instruction. They are adept at engaging students and adults to assist their teaching and at making use of their colleagues’ knowledge and expertise to complement their own. • Accomplished teachers command a range of instructional techniques and know when to employ them. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed. • Accomplished teachers know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools’ goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary setbacks. • Accomplished teachers can assess the progress of individual students as well as the progress of the class as a whole. They employ multiple methods for assessing student growth and understanding and can clearly explain student performance to students, parents, and administrators. 	<p>Note: These standards are specific to the Middle Childhood Generalist Certificate Area.</p> <ul style="list-style-type: none"> I. Knowledge of Students II. Knowledge of Content and Curriculum III. Learning IV. Respect for Diversity V. Instructional Resources VI. Meaningful Applications of Knowledge VII. Multiple Paths to Knowledge VIII. Assessment X. Reflection 	<p>Entry 3: (Integrating Mathematics with Science)</p> <p>In this entry, you demonstrate how you help students better understand a “Big Idea” in science using relevant science and mathematical knowledge. You will engage students in discovery, exploration, and implementation of these science and mathematics concepts, procedures and processes by integrating these two disciplinary areas. This entry is designed for you to provide evidence of your ability to plan, describe, illustrate, assess, and reflect on your teaching practice. You will submit a Written Commentary, a 15-minute video recording, and three instructional materials.</p>