



College of Education
Arkansas State University
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Learning to Teach: Teaching to Learn

Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.

Diversity: The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.

Communication Skills: The teacher candidate demonstrates effective communication skills.

Curriculum: The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.

Subject Matter: The teacher 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.

Teaching Models: The teacher candidate implements a variety of teaching models.

Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.

Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

Reflective Teaching: The teacher candidate reflects on teaching and learning.

Learning to Teach: Teaching to Learn

Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.

The teacher candidate will model appropriate professional conduct by:

- Demonstrating punctuality in all routines germane to the educational process
- Demonstrating responsible behavior in the presence of students, parents and faculty
- Demonstrating initiative in the teaching process
- Modeling ethical behavior in the presence of students, parents, and faculty

Diversity: The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.

The teacher candidate will help all students learn by:

- Demonstrating respect for differences among groups of people and individuals from varied backgrounds and geographical regions
- Communicating with students and families in ways that demonstrate understanding of and compassion for all family structures
- Addressing student diversity through, planning, selecting materials, and selecting/creating appropriate activities which include and enrich students' experiences and cultures
- Demonstrating an awareness of different learning styles and adapting instruction appropriate for all students
- Inviting all students to extend their thinking to achieve their highest potential

Communication Skills: The teacher candidate demonstrates effective communication skills.

The teacher candidate demonstrates effective communication skills by:

- Explaining learning goals, articulating instructional procedures, and sharing appropriate content with students
- Utilizing active listening skills, speaking clearly, writing clearly, and by providing positive feedback to students
- Utilizing a variety of means to communicate with diverse students
- Utilizing a variety of technology tools when communicating with students in the classroom, with parents or guardians, and the community
- Providing ongoing dialogue with parents or guardians concerning student learning

Curriculum: The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.

The teacher candidate will plan and use curriculum appropriate to students, content and course objectives by:

- Planning instruction which applies to state and national standards
- Planning and using a variety of instructional strategies
- Incorporating technology to support instruction, learning and assessment
- Utilizing a variety of practices to allow diverse learners to be successful

- Demonstrating that development, language, social interaction and culture influence thinking and learning of all students
- Integrating the curriculum with content areas, technology and life experiences as appropriate

Subject Matter: The teacher 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.

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

- Demonstrating an understanding of the central content and concepts of the subject matter
- Evaluating teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- Using explanations and representations that link curriculum to prior learning
- Developing and using curriculum that encourages students to see, question, and interpret ideas from diverse perspectives
- Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the disciplines

Teaching Models: The teacher candidate implements a variety of teaching models.

The teacher candidate implements a variety of teaching models by:

- Demonstrating competence with both inductive and deductive approaches to learning
- Ensuring appropriate individual instruction
- Creating effective learning environments which guide students in experiencing concepts, skills and problem-solving
- Facilitating increases in student knowledge and retention
- Guiding students in cooperative learning and in the development of positive human relationships
- Facilitating students' thinking processes and inquiry into concepts

Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.

The teacher candidate develops classroom management skills by:

- Planning and managing instructional techniques prior to teaching
- Effectively using instructional time
- Helping students develop a sense of fairness and respect
- Establishing and maintaining rapport with students
- Communicating and demonstrating appropriate behavioral standards
- Searching for techniques to improve the learning environment

Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities by:

- Utilizing individual and group, formal and informal assessment to determine prior knowledge and student attainment of the learning objective
- Utilizing assessment information to monitor, modify and/or adjust instructional strategies and curriculum needs based on student performance
- Adjusting assessment strategies to accommodate the diverse learning needs of students

Reflective Teaching: The teacher candidate reflects on teaching and learning.

The teacher candidate develops reflective teaching skills by:

- Planning and analyzing instructional techniques prior to teaching
- Collaborating and communicating with colleagues to share ideas, insights, and learning activities
- Analyzing his/her teaching techniques in order to build on strengths and improve areas for further growth
- Accepting responsibility for his/her actions
- Demonstrating receptiveness to supervision
- Analyzing the extent to which learning goals were met