



Subject Matter Competency

Standard 1: Subject Matter Competency

*E*ffective teachers know their specific subject areas well. They understand the central concepts, facts, and tools of inquiry for their areas of teaching. They are proficient in conducting basic information-gathering research, and they use their understanding of data to analyze and evaluate current research. Effective teachers know that subject matter competency outside of their licensed areas is also meaningful and useful in their classrooms.

Students are encouraged to give evidence of mastery of content knowledge appropriate to their licensed areas of teaching. Content knowledge from the Core curriculum may also be documented. The following artifacts might be included:

- Scholarly essays
- Research papers
- Reviews and critiques of current research
- Annotative bibliographies
- Tests and/or quizzes
- PPST Scores



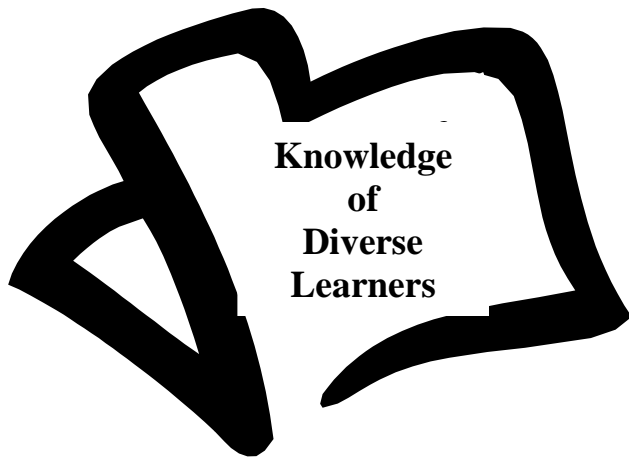
Student Growth and Development

Standard 2: Student Growth and Development

*R*eflective, concerned, and competent teachers understand how children learn and develop, and they are sensitive to the cognitive, physical, emotional, social, and spiritual development of their students. Knowledge of child development is essential for understanding how children and adolescents grow and learn. This expertise sets teachers apart from being mere dispensers of knowledge and enables teachers to provide appropriate classroom

environments and learning activities that are conducive to their students' growth and well-being. Artifact possibilities might include:

- Individualized lesson plans
- Adapted lesson plans for gifted and/or special needs students
- Anecdotal records
- Parent and/or Student Interviews
- Research papers
- Reviews and critiques of current research



Knowledge of Diverse Learners

Standard 3: Knowledge of Diverse Learners

*S*killful teachers plan learning opportunities that meet the needs of individual students and their unique learning styles. Reflective, concerned, and competent teachers understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

The following artifacts might be used to document knowledge of diverse learners:

- Individualized educational plans
- Adapted lesson plans for gifted and/or special needs students
- Case studies in multicultural education
- Reviews and critiques of current research
- Multicultural Education Clinical II Reflection & Assessment
- Special Education Clinical III Reflection & Assessment



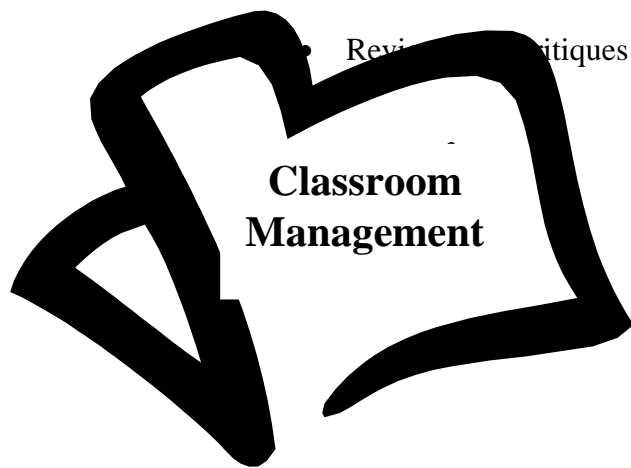
Instructional Strategies

Standard 4: Instructional Strategies

*R*eflective, concerned, and competent teachers strive to make sound judgments about curriculum choices and instructional strategies. They attempt to adapt and create learning activities that are relevant, meaningful, and challenging for their students. Intrinsic motivation, rather than responses to external rewards and punishments, is fostered when students are

confronted with worthwhile and meaningful learning experiences. Artifact possibilities might include:

- Graphic organizers
- Cooperative learning strategies
- Discovery learning strategies
- Case studies
- Simulations
- Reviews of educational computer software



Classroom Management

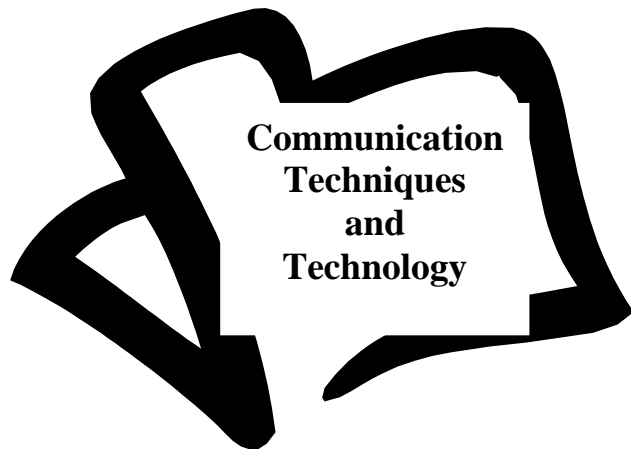
Reviews and critiques of traditional and progressive learning strategies

Standard 5: Classroom Management

The physical and social climates of a classroom have an enormous influence on a community of learners. Effective classroom teachers know how to create a responsive learning environment while establishing clear expectations, rules, and routines. Reflective, concerned, and competent teachers are able to create active learning environments while

maintaining flexible and functional classroom norms and expectations. Artifact possibilities might include:

- Reviews and critiques of management and discipline styles
- Class rules and procedures
- Classroom floor plans and arrangements
- Personal philosophies of management and discipline
- Anecdotal records and reflections
- Interviews with students, teachers, and administrators



Communication Techniques and Technology

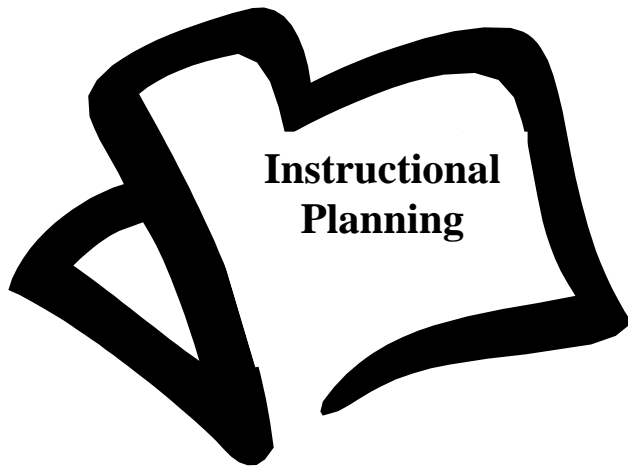
Standard 6: Communication Techniques/ Technology

In educational settings today, communication and documentation are extremely important. Teachers must be able to communicate effectively with students, parents, colleagues and administrators. Reflective, concerned, and competent teachers practice and model appropriate modes of speaking, listening, and writing. In today's schools, this includes mastery in technology.

The following artifacts might be used to document mastery of communication techniques and technological expertise:

- Evaluations of speech or lesson presentations
- Letters and E-mail Correspondence
- Audio & video presentations
- PowerPoint presentations

- Issue briefs
- Cross-cultural or gender communications research



Instructional Planning

Standard 7: Instructional Planning

Skillful and effective teachers are artists of lessons and learning. They attempt to integrate a variety of levels of cognitive, affective, and psychomotor objectives into all areas of the curriculum while meeting state and national standards. They plan a variety of instructional approaches, including the use of technology, that encourages the development of critical thinking, problem-solving, and decision-making skills.

The following artifacts might be used to document mastery of instructional planning:

- Course descriptions & year plans
- Unit plans
- Lesson plans
- Student teaching evaluations



Assessment Strategies

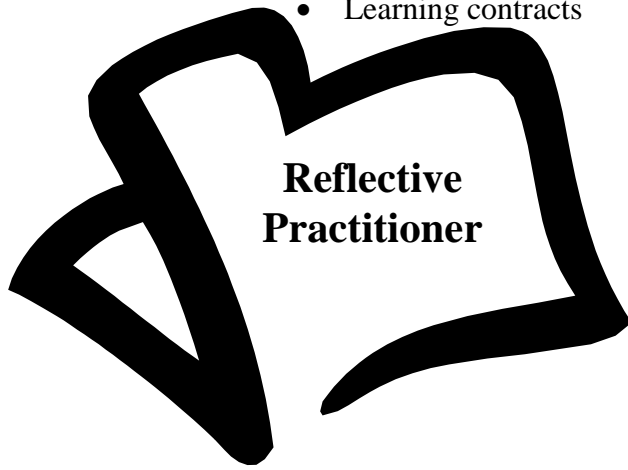
Standard 8: Assessment Strategies

*R*eflective, concerned, and competent teachers understand that teacher and student assessments are continuous and ongoing practices. Skillful and effective teachers not only have knowledge of formal and informal assessment strategies, but they also have the ability to use this information for the positive development of their students.

The following artifacts might be used to document knowledge, skills, and dispositions concerning various assessment strategies:

- Class evaluation and grading procedures
- Tests and quizzes
- Portfolio plans

- Reading inventories
- Checklists
- Questionnaires
- Learning contracts



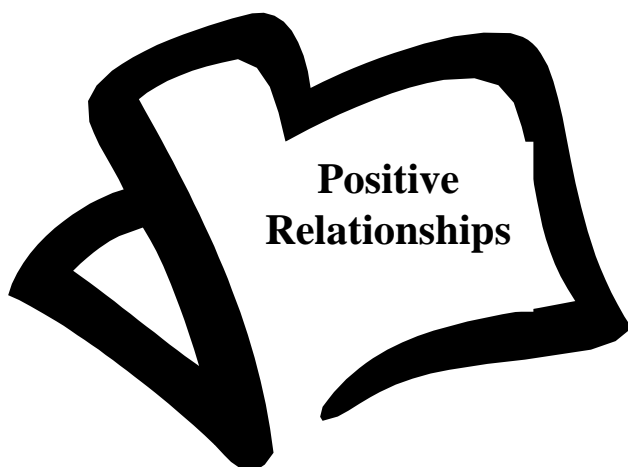
Reflective Practitioner

Standard 9: Reflective Practitioner

The philosophical framework in which teachers operate has a tremendous influence on their classroom procedures and performances. Without thoughtful reflection, teachers risk performances as textbook technicians merely focusing on filling time with random activities instead of offering cohesive programs that have a purpose. Thoughtful reflection on personal, social, and cultural data enables teachers to implement

activities that are meaningful and effective for individual, group, and classroom learning experiences. Artifact possibilities might include:

- Research papers
- Issue briefs
- Position papers
- Journal reflections
- Article critiques
- Personal mission or philosophy statements



Positive Relationships

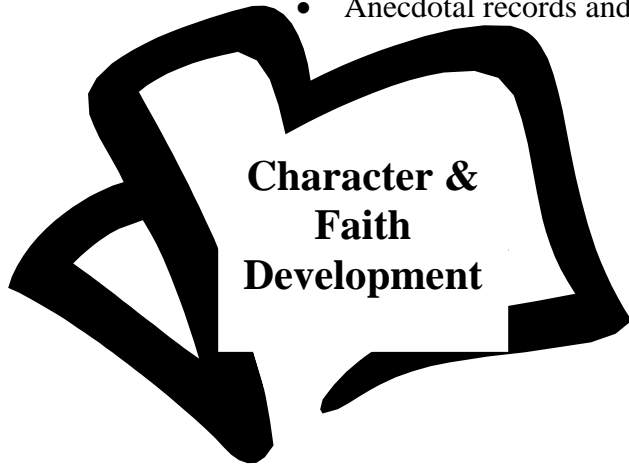
Standard 10: Positive Relationships

*P*ositive classroom relationships are important elements in healthy learning environments. The social climate and students' sense of belonging and well-being are of great importance in the learning process. Effective classroom teachers are able to establish rapport with their students while still holding students accountable, maintaining a professional boundary in teacher-student relationships. Reflective,

concerned, and competent teachers strive to influence students toward positive social interactions. Artifact possibilities might include:

- Clinical evaluation forms

- Student teaching evaluations
- Letters of recommendation
- Student feedback, letters, and drawings
- Photographs of classes, teams, or student groups
- Anecdotal records and reflections



Character & Faith Development

Standard 11: Character/Faith Development

The unique personalities, interests, and abilities of teachers are of great importance in all classrooms. Who the teacher is may be just as important as what the teacher knows. All teachers should be models of good citizenship and character for their students. Lutheran teachers have an additional calling to integrate the faith throughout the school day.

Students are encouraged to include evidence of participation on a regular basis in non-academic activities, especially those that reflect personal character, citizenship, and faith development. The following artifacts might be used to document these characteristics:

- Resumes
- Autobiographies
- Photographs
- Interest inventories
- Personal awards
- Letters of recommendation
- Summaries of volunteer experiences