



TEACHING TO THE STANDARDS OF
EFFECTIVE PRACTICE

A Guide to Becoming a Successful Teacher

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Teaching to the Standards of Effective Practice

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a Successful Teacher

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We dedicate this book to our families:

*Our wives; Barb Wandberg and Marletta Rohwer
Our children; Heather and David, Brant and Jared*

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Foreword

Over the years, I have listened to stories of student teachers. The joys and frustrations shared by them reveal field experiences and clinical practices that vary from benign neglect, to regimentation that dismisses enjoyment, to meaningful collaboration with valued colleagues. Likewise, other experienced educators, have expressed similar feelings of hope or bewilderment through their involvement and work with student teachers.

I am more convinced than ever that pre-service practice in a classroom must be a consistent and concerted partnership. *Teaching to the Standards of Effective Practice* sets the agenda. Mentoring that occurs between a cooperating teacher or university supervisor and the student assigned as an apprentice is not a singular shot of advice. Induction is not synonymous with indoctrination. Nor should it be left to fate or a magic wand. Without thoughtful, intentional preparation and timely, genuine feedback, field experiences and clinical practice are, at best, sterile independent studies.

Teaching to the Standards of Effective Practice is about being able to effectively communicate the reality and mystique of education. Using the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as a basis to navigate the complexity of education provides common ground for the preparation of future teachers.

Negotiating personal and professional terrain during a period of intense change requires profound commitment and perseverance. Knowing what, when, where, how, and why is a decision-making process that is compounded by the diversity inherent in and among individuals, the demographics of a classroom, and the dynamics of the school in the community.

Learners, regardless of their age, construct meaning from their many experiences. Success in the teach-

ing profession requires a strong foundation. Preparation to act with knowledge, insight, and skill in the education profession begins with a series of well-designed opportunities that can be replicated or generalized with automaticity in real situations. If the agreed-upon concepts and behaviors of the profession are worth knowing and practicing, then experienced educational veterans must be actively involved in guiding the novice learner.

Teaching to the Standards of Effective Practice exemplifies the notion that teaching is not for the underprepared. While true that precarious beginnings can have successful endings, auspicious first experiences—where the entry-level teacher is equipped with confidence as a result of knowledge and skill building using a network of support—are more desirable. The enthusiasm of a young teacher matched with the experience of a professional create an environment where mutual respect and trust precipitate the discovery of strengths and when necessary, the amelioration of weaknesses.

The authors and other expert commentators in *Teaching to the Standards of Effective Practice* consistently reinforce the INTASC Standards of the profession by creating a forum for dialogue and active participation. They utilize what they know to be useful in preparing young educators to be successful in their chosen vocation. These are seasoned educators who model best practice in using subject matter knowledge, understanding student diversity, designing instructional strategies, managing learning environments, communicating, planning instruction, assessing and evaluating, reflecting on the profession, collaborating, and building relationships.

Teaching to the Standards of Effective Practice affirms the notion that education should not be a mystery, left to chance, myth, or media perceptions.

The text sets a standard for excellence by aligning with standards that guide one to a clear understanding of why they do what they do. It creates a vision

of expectations that leads the way in dispelling the idea that anyone can walk in the schoolhouse door ready to teach.

Roberta Brack Kaufman, Dean
College of Education
Concordia University
St. Paul, Minnesota

Preface

Using Teaching to the Standards of Effective Practice

"A caring teacher hands children their passport to the future."—Jenlane Gee

The purpose of *Teaching to the Standards of Effective Practice* is to provide students in teacher preparation programs with the wisdom and ultimately the confidence to complete a successful experience that leads to favorable and productive career options.

Together, the two authors have over 60 years of experience working as classroom teachers, cooperating teachers, and university supervisors of student teachers. Some of the challenges that teachers face are similar to challenges of years past; some are new and emerging challenges of the 21st century. *Teaching to the Standards of Effective Practice* focuses on many of those challenges by presenting information and activities designed to assist pre-service teachers in completing a successful student experience. The information is research based. The activities require action and reflection.

Teaching to the Standards of Effective Practice can serve as a valuable resource book prior to, during, and following the preparation for becoming a teacher.

Prior to student teaching, it can provide considerable preparatory insight into the dimensions and reality of teaching. The information and activities can diminish many of the questions and concerns students typically have about teaching.

During the actual student teaching experience, the activities and information found in here can equip the student teacher with the knowledge and skill that will empower sound decision making and problem solving in the areas of teaching and learning. This is an important component in the development of classroom confidence.

Following the student teaching experience, student teachers are often faced with many decisions and possible directions to consider. *Teaching to the Standards of Effective Practice* can provide information and activities that will increase the student's capacity to make well-informed decisions. Helpful hints regarding the job market, résumés, and interviews are just some of the important and timely topics.

It is our hope that pre-service teachers will complete their experience with a solid background and a sound understanding of the complexities of teaching and learning and that many of the mysteries of teaching will have disappeared.

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Introduction: Teaching to the Standards of Effective Practice

"Knowledge is never a substitute for experience."
—*unknown*

Entering Professional Practice

"The urge to quit is the signal that an opportunity to excel is at hand."—*unknown*

Your professional education preparation journey continues . . . to the new phase of professional practice—student teaching.

You are about to embark on an exciting and challenging phase of your professional preparation journey. During your student teaching experience, you will be crossing a very important bridge—the bridge connecting professional preparation with professional practice. This phase constitutes a major transition from the countless hours of professional education preparation coursework (lectures, notes, videos, quizzes, final exams, research projects, learning activities, demonstrations, and presentations) to professional practice. You are now going to the other side of the desk.

Currently, you are participating in one of nearly 1400 college and university teacher education programs in the United States. These institutions are graduating approximately 105,000 potential teachers every year.

You have completed the required and elective courses that were designed to provide you with the content, theory, philosophy, history, growth and development, psychology, foundation, methods, materials, and curriculum related to your chosen teaching field. Perhaps you have had some limited, or extensive, opportunities to observe and work with children or youth in educational settings as part of your professional preparation or other activities.

Student teaching is the time for you to demonstrate your teaching wisdom—the knowledge and skill you possess in a “real” educational setting, with “real” students. Now is the time to turn your professional and academic preparation into front-line action. With the caring and supportive guidance from cooperating teachers and university supervisors, your student teaching journey can be an exciting and successful experience. For the most part, it will not be easy. Some nights will be long as you construct lesson plans; some weekends will be short as you develop solid assessment and evaluation strategies and activities for your students. Good teaching requires effort. Hopefully, many of your other personal responsibilities can be reduced, minimized, or even eliminated during your student teaching experience. For example, it may not be the best idea to plan a wedding during your student teaching experience.

A Successful Journey

"Whether you think you can or think you can't—you are right."—*Henry Ford*

Successful journeys take planning and preparation . . . generally lots of planning and preparation. Most of you actually started this journey many years ago when you first started attending school. Many of you may have “played school.” You began to understand the intent and purpose of the school. You began to

understand the intent and purpose of your teachers. As you look back at your schooling years, you remember many of your teachers—with perhaps different levels of admiration. You probably remember some of your teachers on the ends of the continuum—the ones that you liked, respected, and enjoyed and because of this, you may also have “learned” a lot in their classes. On the other end of the continuum, you may remember teachers that you classified as mean, unfair, or biased toward some students. (See Activity 0:1, *A Memory from the Past*.)

A quote from Benjamin Mays can offer some guidance: “It must be borne in mind that the tragedy of life doesn’t lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn’t a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It’s not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is sin.”

Textbook Organization

“They say you’re born to teach, and it must have been like that for me because I know education is the field where I belong. It’s not just the love of children, but it’s hope for the future.”—*Sandra Fernandez*

Teaching to the Standards of Effective Practice is organized around a professional framework—the ten INTASC Standards. These ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) identify and reflect the knowledge and skill necessary for beginning teachers. The ten INTASC Standards were developed in cooperation with state agencies, colleges, universities, and national organizations.

The blending of the necessary knowledge and skill required for successful and effective teaching is complex. Because of this intricate network of knowledge and skill, an organizing framework is helpful to both beginning and experienced teachers. As you will see in this book, the INTASC Standards break down the essential elements of teaching and learning into manageable, understandable components.

Have you ever been taught how to perform an overhand tennis serve? Or some other complex skill? Many times, the teacher will break the skill down into important parts, concentrating on one part at a time.

Eventually, the parts are combined. Likewise with teaching and learning. Having a framework containing the essential parts is crucial; but having to learn them all at one time—as with an overhand tennis serve—can be overwhelming. As you become more experienced, comfortable, and confident with each part, you will be able to combine the parts into an effective teaching and learning repertoire.

Chapter 1 *INTASC Standards Alignment*

Chapter 1 | Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structure of the discipline and is able to create learning experiences that make these aspects of subject matter meaningful to students.

Chapter 2 | Standard #2: Student Learning. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Chapter 3 | Standard #3: Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Chapter 4 | Standard #4: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Chapter 5 | Standard #5: Learning Environment. The teacher 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.

Chapter 6 | Standard #6: Communication. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Chapter 7 | Standard #7: Planning Instruction. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Chapter 8 | Standard #8: Assessment and Evaluation. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Chapter 9 | Standard #9: Reflection and Professional Development. The teacher 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.

Chapter 10 | Standard #10: Collaboration, Ethics, and Relationships. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Chapter 11 | Documentation and Evidence. During the student teaching experience, student teachers are frequently required to demonstrate, or document, their competence in a variety of ways. The purpose of this chapter is to provide several samples of Evidence Forms. These Evidence Forms may be used to assess, evaluate, and "prove" your teaching and learning progress and competence.

Chapter 12 | Beyond Student Teaching. This chapter contains considerable information to help make the steps following student teaching more successful and rewarding. Suggestions on recommendations, resumes/cover letters, interviews, resources (national/international), opportunities, activities/timelines for job search, Internet resources for job search, internet teaching resources, licensure, portfolios, career fairs, and optional paths to traditional teaching.

Another Framework

In addition to the ten INTASC Standards, there are several other frameworks for describing and defining teacher competence. One of the more popular models is the nationally recognized framework for teaching presented by Charlotte Danielson (*Enhancing Professional Practice: A Framework for Teaching* ASCD, 1996). Danielson's four domains are:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Each of Danielson's four domains is subdivided into five or six components.

To illustrate the connection and alignment, Danielson clusters the ten INTASC Standards into her four domains in this way:

INTASC Standards	Danielson's Domain(s)
1. Subject Matter	Domains 1, 3
2. Student Learning	Domains 1, 3
3. Diverse Learners	Domains 1, 2, 3
4. Instructional Strategies	Domains 1, 3
5. Learning Environment	Domains 1, 2, 3
6. Communication	Domains 2, 3
7. Planning Instruction	Domains 1, 3
8. Assessment and Evaluation	Domains 1, 3, 4
9. Reflection and Professional Development	Domain 4
10. Collaboration, Ethics, and Relationships	Domains 1, 4

Special Features

Teaching to the Standards of Effective Practice contains many special features designed to support and guide a successful student teaching experience. They are:

Performance Indicators. Performance indicators are provided for each of the INTASC Standards. Performance indicators are a series of specific concepts and skills teachers should know and be able to do. They are intended to help teachers focus on the skills most essential to the development of an effective teacher. In other words, they are descriptors of effective teaching and learning practices.

Opening Vignette. Opening vignettes are brief stories designed to illustrate "real-life" teaching/learning situations in the context of the INTASC Standard.

Self-Assessment. Each chapter has a self-assessment feature. Self-assessments are useful ways to gather information on the degree to which you are, or are not, connected to the corresponding INTASC Standard. The self-assessment can provide you and your teachers with information that may help them determine or predict teaching and learning success and ability. Self-assessments may reveal your knowledge and skill strengths as well as your limitations. They may assist you in setting learning goals during, and beyond, your student teaching experience. You can learn a lot about your teaching and learning from self-assessments. The key to remember with self-assessments is that *you* interpret the information.

Supporting Activities. Each chapter contains several supporting activities associated with the corresponding INTASC Standard. Supporting activities may involve observation, speaking, writing, predicting, valuing, listening, assessing, evaluating, or combinations of these. Some of the supporting activities are designed to be completed in teams of two or more, while others are individual.

Featured Commentary. Featured commentaries are provided by guest authors. Each featured commentary is written by an individual with extensive knowledge and skill in the education field. The authors are considered by their colleagues and peers to be experts in the professional preparation of teaching and learning. The purpose of the featured commentary is threefold: First, for you, the reader, to gain professional educational insight from an expert in the field. Second, to better understand and connect the essence of the specific INTASC Standard to the real world of teaching and learning. And finally, it is intended to provide and reinforce the importance and significance of the specific INTASC Standard.

Case Study. Case studies are an excellent means to further connect professional preparation to professional practice. Each case study illustrates a real-life teaching/learning situation faced by student teachers. Case studies help to convey a common or unique student teaching related issue, problem, or situation. They may involve students, parents, school administrators, cooperating teachers, university supervisors, or other individuals associated with the school program. Case studies allow you to play “what if” with the possible solutions and examine possible outcomes and consequences. Each case study is followed by a series of questions to provoke reflection. The exploration of case studies can lead to reinforced confidence in the student teaching experience.

Student-to-Student Tips. For the most part, all K–12 public school teachers have gone through a student teaching experience. Many have served as cooperating teachers. Most university supervisors have themselves experienced student teaching firsthand and have continued on to classroom teaching. Thousands of individuals, from colleges and universities across the country, complete their professional preparation through student teaching every year. Each chapter contains hints, insights, and advice from those who have, or continue to be, involved in the student teaching ex-

perience. The wisdom in this section comes primarily from current and former student teachers. The underlying theme and purpose of this section is sharing thoughts that will make student teaching a positive, successful journey.

Quotes. “A short saying often contains much wisdom.”—*Sophocles* (450 B.C.E.) Need we say more?

Bibliography. Each chapter concludes with a bibliography.

Appendices. The final section of the textbook contains the appendices. Each appendix contains several types of resources. Ask classroom teachers what they want or need to enhance their teaching. One of the most common answers is—resources! Teachers are typically always on the “look out” for resources connected to their teaching responsibility. Resources come in many formats. They may be electronic such as in the case of the Internet or software. They may be through magazines, TV, or newspapers. Resources may be textbooks, reference books, and fiction and non-fiction readings. Videos, photographs, slides, movies, and music frequently enhance a teaching lesson. An often overlooked teaching resource is the human resource—individuals in the school and community willing to share their time, expertise, and stories. In other words, resources come in many varieties.

Foundation

“If I had one piece of advice for first-year teachers, I’d tell them to give themselves credit for what they do right and to remember that inspiring in students an excitement about learning is no small thing.”

—Julie Olin Schulz

Student Teaching: Your First Days

The days and hours leading up to your first days as a student teacher can cause anxiety. This is quite normal. Most student teachers have the “butterflies” as they prepare for those first days. Having a goal, a plan, and a mission for those first days will provide direction and may help to relieve some of your apprehension. Activity 0.2, “Your First Days of Student Teaching,” provides several common actions and questions designed to help you get to know your school better.