

# Teacher Talk Group INTASC Standards Checklist

<u>STANDARD/INDICATOR</u>	<u>DESCRIPTIONS</u>
___ 01 Content Pedagogy	The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
___ 01.01	demonstrates an understanding of the central concepts of his or her discipline.
___ 01.02	uses explanations and representations that link curriculum to prior learning.
___ 01.03	evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
___ 01.04	engages students in interpreting ideas from a variety of perspectives.
___ 01.05	uses interdisciplinary approaches to teaching and learning.
___ 01.06	uses methods of inquiry that are central to the discipline.
___ 02 Student Development	The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
___ 02.01	evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
___ 02.02	creates relevance for students by linking with their prior experiences.
___ 02.03	provides opportunities for students to assume responsibility for and be actively engaged in their learning.
___ 02.04	encourages student reflection on prior knowledge and its connection to new information.
___ 02.05	assesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).
___ 03 Diverse Learners	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
___ 03.01	designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
___ 03.02	selects approaches that provide opportunities for different performance modes.
___ 03.03	accesses appropriate services or resources to meet exceptional learning needs when needed.
___ 03.04	adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
___ 03.05	uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
___ 03.06	creates a learning community that respects individual differences.

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___ 04 Multiple Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.
___ 04.01	selects and uses multiple teaching and learning strategies (a variety of presentations/ explanations) to encourage students in critical thinking and problem solving.
___ 04.02	encourages students to assume responsibility for identifying and using learning resources.
___ 04.03	assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.
___ 05 Motivation and Management	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.
___ 05.01	encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
___ 05.02	engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
___ 05.03	organizes, allocates, and manages time, space and activities in ways that are conducive to learning.
___ 05.04	organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
___ 05.05	analyzes classroom environment and interactions and makes adjustment to enhance social relationships, student motivation/engagement and productive work.
___ 06 Communication and Technology	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
___ 06.01	models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues, both given and received)
___ 06.02	provides support for learner expression in speaking, writing, and other media.
___ 06.03	demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation)

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___ 07 Planning	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
___ 07.01	plans lessons and activities to address variations in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
___ 07.02	develops plans that are appropriate for curriculum goals and based on effective instruction.
___ 07.03	adjusts plans to respond to unanticipated sources of input and/or student needs.
___ 07.04	develops short and long-range plans.
___ 08 Assessment	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
___ 08.01	selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
___ 08.02	uses a variety of informal and formal strategies to make informed choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio and teacher made tests).
___ 08.03	uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
___ 08.04	evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
___ 08.05	maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
___ 08.06	solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

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<input type="checkbox"/> 09 Reflective Practice: Professional Growth	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professional
<input type="checkbox"/> 09.01	uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
<input type="checkbox"/> 09.02	uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.
<input type="checkbox"/> 09.03	consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.
<input type="checkbox"/> 10 School and Community Involvement	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
<input type="checkbox"/> 10.01	participates in collegial activities designed to make the entire school a productive learning environment.
<input type="checkbox"/> 10.02	links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
<input type="checkbox"/> 10.03	seeks to establish cooperative partnerships with parents/guardians to support student learning.
<input type="checkbox"/> 10.04	advocates for students.