**EDU Secondary Methods Courses and EDU 430 Student Teaching Seminar InTASC Assignment**

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)

<http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf>

Introduction: The InTASC Model Core Teaching Standards and Learning Progressions for Teachers has been developed to provide descriptions of the skills teachers should be able to demonstrate at different phases of their practices. These core standards and progressions have been adopted by the Michigan Department of Education as the professional standards for Michigan teachers and school districts will develop teacher evaluation tools around these standards.

As soon-to-be candidates for employment it is vitally important for you to become familiar with the InTASC document, the Core Standards and Learning Progressions. The document is broken down into four parts:

Part One – Introduction and Overview of the Standards and Progressions (pp. 3-7)

Part Two – The Core Learning Standards Overview (pp. 8-9)

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meethigh standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

Part Three: A detailed explanation of the purpose of Progressions (pp. 10-15) with specifics Progressions listed for each Core Teaching Standard pertaining to Performances, Essential Knowledge, and Critical Dispositions (pp. 16-47).

Part Four: A helpful glossary of terms all education students should be knowledgeable of are listed on pages 48-50.

Assignment Instructions:

1. Download the document from the URL.
2. As someone who desires to become employed as a teacher it is important for you to become familiar with this document. Read it carefully.
3. Secondary Methods Students - Use the document and the worksheet below to identify your current skill level and understanding for each of Core Teaching Standards. Save this assignment as you will revisit it during student teaching. Provide a copy of it to your course instructor.
4. Student Teachers (EDU 430) are to complete #3 in conjunction with a self-assessment of the Progressions for each standard (pp. 16-47). At the end of EDU 430 student teachers will revisit this assignment and complete a post student teaching self-assessment of both the Core Teaching Standards and Progressions for each standard.

**PSMT Self-Assessment Profile**

1. **Instructions for Pre-Assessment: (Methods Courses & Pre-Student Teaching – EDU 430 Assignment)**
2. Review each of the Core Learning Standards and rate your level of proficiency using the following descriptors:

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| --- | --- |
| **Developmental Category** | **Professional Activity** |
| *Developing* | *Builds and increases foundational knowledge and skills in working with all students, with wide ranges of abilities.* |
| *Emerging* | Implements knowledge and skills with supervising teacher/mentor support. Typically demonstrated during field experiences including student teaching or internships. |
| *Applying* | Independently applies knowledge and skills with mentor support. Typically develops over the Induction period (may be evident during candidate status). |
| *Integrating* | Consistently focuses on effective design, implementation, assessment, and data use for the achievement of all learners (may be evident during candidate status).  Demonstrates continued professional development through action research, district/school leadership, and course work related to district/building/learner needs. |
| *Innovating* | Creatively focuses on implementing the research-based design, implementation, and assessment practices which promote learning achievement. |

1. **Instructions for Post-Assessment: (Post Student Teaching – EDU 430)**
2. Review the document you created for your pre-assessment paying close attention to how you rated yourself for each Core Learning Standard. Re-assess each major skill area and identify the developmental category which best identifies your skill development followed by a short explanation of why you rated yourself as you did.
3. Review your action plan for each skill area and write a brief summary of how well your plan worked or didn’t work to improve your overall skill level.
4. Assess your current levels for each Progression: Performances, Essential Knowledge, and Critical Dispositions (pp. 16-47) using the rating chart above.
5. Write a short (maximum: one page) reflection on what you learned about your teacher skills and their development along with a long-term plan that will assist you to continue developing these skills to higher performance levels.

**InTASC Core Learning Standards**

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| --- | --- |
| **The Learner and Learning** | |
| **Standard 1** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 2** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 3** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
|  |  |
| **Post-Assessment Rating (EDU 430) only** |  |
| Explanation of Rating |  |
| Review of Action Plan’s Success for this Area |  |

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| **Content** | |
| **Standard 4** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 5** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
|  |  |
| **Post-Assessment Rating (EDU 430) only** |  |
| Explanation of Rating |  |
| Review of Action Plan’s Success for this Area |  |

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| **Instructional Practice** | |
| **Standard 6** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 7** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 8** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
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| **Post-Assessment Rating (EDU 430) only** |  |
| Explanation of Rating |  |
| Review of Action Plan’s Success for this Area |  |

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| **Professional Responsibilities** | |
| **Standard 9** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
| **Standard 10** |  |
| Explanation of Rating |  |
| Action Plan for Developing this Skill |  |
|  |  |
| **Post-Assessment Rating (EDU 430) only** |  |
| Explanation of Rating |  |
| Review of Action Plan’s Success for this Area |  |