

MN STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS

According to state law, any candidate for teacher licensure in Minnesota shall show verification of completing the following standards in a teacher preparation program. These 10 standards and more than 120 specific competencies associated with these standards reflect the national INTASC standards, and are adopted permanent rules of the Minnesota Board of Teaching. Students in Metropolitan State's Urban Teacher Program are expected to develop a portfolio of class work, field work including student teaching, and life experiences that demonstrate accomplishment of the standards. The complete standards and competencies are available on the internet at <http://www.revisor.leg.state.mn.us/arule/8710/2000.html>

Standard 1, SUBJECT MATTER

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, STUDENT LEARNING

A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

Standard 3, DIVERSE LEARNERS

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

Standard 4, INSTRUCTIONAL STRATEGIES

A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Standard 5, LEARNING ENVIRONMENT

A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 6, COMMUNICATION

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, PLANNING INSTRUCTION

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8, ASSESSMENT

A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9, REFLECTION AND PROFESSIONAL DEVELOPMENT

A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

Standard 10, COLLABORATION, ETHICS, AND RELATIONSHIPS

A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.