Appendix C

**Comparison of Interstate New Teacher Assessment and Support Consortium (INTASC), Performance Standards for Montana Teachers, and Carroll College Knowledge, Skills and Dispositions**

| INTASC Standards | **Performance Standards for Montana Teachers** | **Carroll College’s Teacher Education Program:** **Dispositions, Skills, and Knowledge** |
| --- | --- | --- |
|  | 10.58.501 GENERAL STANDARDS (1) In the belief that all children deserve the opportunity to master rigorous content and achieve high standards, all programs for the preparation of candidates for specific endorsement areas shall assure the following: |  |
|  | 1. ***American Indian Essential Understandings***   The preparing teacher demonstrates understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana.  Performances: The preparing teacher…   1. articulates the seven Essential Understandings Regarding Montana Indians. 2. integrates an essential understanding regarding Montana Indians in the design of a lesson for student learning. 3. researches and synthesizes the contemporary status of American Indians and tribes in Montana. | Knowledge 5: Foundational knowledge  Disposition 7: Appreciate the whole person by recognizing the uniqueness of each individual student. |
| **Knowledge of Subject Area** | 1. ***Knowledge of Subject Area***   The preparing teacher demonstrates understanding of the central concepts, tools of inquiry, and structure of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.  Performances: The preparing teacher…   1. engages students in interpreting ideas from a variety of perspectives. 2. effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings. 3. demonstrates an understanding of the central concepts of his or her discipline. 4. can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. 5. engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline. | Knowledge 2: Law and ethics  Knowledge 3: Referral systems  Knowledge 5: Foundational knowledge  Knowledge 6: Comprehension, analysis, and evaluation of print and non-print information and messages.  Knowledge 7: Standard conventions of writing and speaking.  Knowledge 8: Analysis of literature and fine arts  Knowledge 9: Mathematics  Knowledge 10: Science  Knowledge 11: Social Studies |
|  | 1. can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. |  |
| **Knowledge of Human Development and Learning** | 1. ***Knowledge of Human Development and Learning***   The preparing teacher demonstrates an understanding of how students learn and develop and provides learning opportunities that support intellectual, social, and personal development  Performances: The preparing teacher…   1. assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, moral, and physical) and that leads to the next level of development. 2. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks. 3. accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing. | Skill 7: Student Diagnosis  Knowledge 4: Instruction of the special child  Knowledge 5: Foundational knowledge |
| **Adapting Instruction for Individual Needs** | 1. ***Adapting Instruction for Individual Needs***   The preparing teacher demonstrates knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.  Performances: The preparing teacher…   1. Identifies, designs, and uses instruction appropriate to students’ stages of development, learning styles, strengths, and needs that are sensitive to multiple experiences of learners. 2. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs. 3. can identify when and how to access appropriate services or resources to meet exceptional learning needs. 4. seeks to understand students’ families, cultures and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to student experiences and cultures). 5. brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms. | Skill 7: Student Diagnosis  Knowledge 3: Referral systems  Knowledge 4: Instruction of the special child  Knowledge 5: Foundational knowledge  Disposition 7: Appreciate the whole person by recognizing the uniqueness of each individual student. |
|  | 1. ***Biases and Teaching Style Effects on Teaching***   The preparing teacher demonstrates an understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one's teaching.  Performances: The preparing teacher….   1. reflects upon personal, cultural, and socioeconomic biases and teaching style differences that affect his/her teaching. | Disposition 1: Demonstrate an attitude of professionalism. Assessed by: a) his/her behavior as a role model to students; b) continuing self-development; c) ethical behavior; d) peer support; e) contributions to the growth of the profession.  Disposition 6: Project a positive self-image. |
| **Multiple Instructional Strategies** | 1. ***Multiple Instructional Strategies***   The preparing teacher utilizes a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.  Performances: The preparing teacher….   1. carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (developmental stages, prior knowledge, learning styles, and interests). 2. uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving and performance capabilities and that help students assume responsibility for identifying and using learning resources. 3. constantly monitors and adjusts roles (instructor, facilitator, coach, audience) and strategies in relation to the content and purpose of instruction and learner feedback. 4. develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking. | Skill 4: Teaching strategies  Skill 6: Problem-solving inquiry |
| **Classroom Motivation and Management Skills** | 1. ***Classroom Motivation and Management Skills***   The preparing teacher demonstrates 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.  Performances: The preparing teacher….   1. encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities. 2. engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them. 3. organizes, allocates, and manages the resources of time, space, activities, and attention in a way that is conducive to learning. 4. analyzes the classroom environment and interactions andmakes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work. 5. organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. | Disposition 3: Exhibit continued enthusiasm for the teaching profession.  Disposition 6: Project a positive self-image.  Skill 1: Classroom management and coping  Skill 2: Classroom motivation and interaction  Skill 9: Effective peer group interaction |
| **Communication Skills** | 1. ***Communication Skills***   The preparing teacher demonstrates knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom.  Performances: The preparing teacher…   1. models effective communication strategies in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic clues, being sensitive to nonverbal cues given and received). 2. supports and expands learner expression in speaking, writing, and other media. 3. knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking through processes, promoting risk-taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question. 4. communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of responsiveness to different modes of communication and participation). 5. knows how to use a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities. | Skill 8: Media and technology resource skills  Skill 10: Listening, speaking, reading, writing, thinking, and viewing skills  Knowledge 6: Comprehension, analysis, and evaluation of print and non-print information and messages.  Knowledge 7: Standard conventions of writing and speaking. |
| **Instructional Planning Skills** | 1. ***Instructional Planning Skills***   The preparing teacher plans instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies.  Performances: The preparing teacher…   1. plans lessons and activities relevant to learners, addresses variations in learning styles and performance modes that operate at multiple developmental levels to meet the needs of diverse learners. 2. develops plans that are appropriate for curriculum goals and are based upon principles of effective instruction (e.g., that activate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired). 3. creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation. 4. adjusts plans to respond to unanticipated sources of input and/or student needs**.** | Skill 3: Planning and lesson design  Skill 5: Instructional decision making |
| **Assessment of Student Learning** | 1. ***Assessment of Student Learning***   The teacher demonstrates assessment strategies, tools and practices to plan and evaluate effective instruction.  Performances: The preparing teacher…   1. appropriately uses standardized test results and a variety of informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, and peer assessments) to enhance his or her knowledge of learners, evaluate students’ progress and performances and modify teaching and learning strategies. 2. solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves. 3. 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. 4. evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work and modifying plans and instructional approaches accordingly. 5. maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. | Skill 5: Instructional decision making  Skill 6: Problem-solving inquiry  Skill 7: Student diagnosis |
| **Professional Commitment and Responsibility** | 1. ***Professional Commitment and Responsibility***   The preparing teacher demonstrates continued growth in knowledge related to a particular subject area and the teaching of it.  Performances: The preparing teacher…   * 1. 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.   2. seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.   3. draws on professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. | Disposition 1: Demonstrate an attitude of professionalism. Assessed by: a) his/her behavior as a role model to students; b) continuing self-development; c) ethical behavior; d) peer support; e) contributions to the growth of the profession.  Knowledge 2: Law and ethics. |
| **Partnerships** | 1. ***Partnerships***   The preparing teacher demonstrates knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being.  Performances: The preparing teacher…   * 1. participates in collegial activities designed to make the entire school a productive learning environment.   2. makes links with the learners’ other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.   3. can identify and use community resources to foster student learning.   4. establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.   5. talks with and listens to students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems or acts as an advocate for students. | Disposition 1: Demonstrate an attitude of professionalism. Assessed by: a) his/her behavior as a role model to students; b) continuing self-development; c) ethical behavior; d) peer support; e) contributions to the growth of the profession.  Disposition 4: Have appropriate relationships with administrators, teachers, support personnel, parents, and other community members.  Disposition 5: Be encouraged to participate in community service.  Skill 9: Effective peer group interactions |
|  | 1. ***Connections Between Academics and Work***   The preparing teacher demonstrates the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.  Performances: The preparing teacher…   1. as an individual and member of an instructional team, selects and creates learning experiences that combine the academic elements of the curriculum with the reality of existing and emerging workforce expectations. 2. uses knowledge of the workplace and career opportunities in the field of specialization to create opportunities for children and youth to gain an understanding of options to explore as they move through their school experiences. | Knowledge 12: Connecting learning with workforce and fulfillment of living. |