Facilitators of Student Success

New Teacher Standards
STANDARD I

The teacher designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1. The preservice educator focuses instruction on one or more of Kentucky’s learning goals and outcomes.
2. The preservice educator develops the student’s ability to apply knowledge, skills, and thinking processes.
3. The preservice educator integrates skills, thinking processes, and content across disciplines.
4. The preservice educator proposes learning experiences that are developmentally appropriate for learners.
5. The preservice educator describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6. The preservice educator incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7. The preservice educator establishes physical classroom environments to support the type of teaching and learning that is to occur.
8. The preservice educator includes creative and appropriate use of technology as a tool to enhance student learning.
9. The preservice educator includes appropriate assessment strategies and processes.
10. The preservice educator includes comprehensive and appropriate school and community resources that support learning.
11. The preservice educator includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.

STANDARD II

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1. The preservice educator communicates with and challenges students in a positive and supportive manner.
2. The preservice educator establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. The preservice educator shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.

4. The preservice educator shows flexibility and modifies classroom processes and instructional procedures as the situation demands.

5. The preservice educator organizes materials and equipment to create a media-rich environment, including technology.

6. The preservice educator motivates, encourages, and supports individual and group inquiry.

7. The preservice educator uses classroom management techniques that foster self-control and self-discipline.

8. The preservice educator encourages responsibility to self and to others.

9. The preservice educator promotes student willingness and desire to receive and accept positive and negative feedback.

**STANDARD III**

The teacher introduces/implements/manages instruction that develops student abilities to use concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1. The preservice educator communicates specific outcomes and high expectations for learning.

2. The preservice educator links learning with students’ prior knowledge, experiences, and family and cultural backgrounds.

3. The preservice educator models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

4. The preservice educator uses multiple teaching/learning strategies that are appropriate to student development level and actively engages students in individual and cooperative learning experiences.

5. The preservice educator makes appropriate provisions for learning to address diversity among learners.

6. The preservice educator elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.

7. The preservice educator uses appropriate questioning strategies to engage students’ cognitive processes and stimulate higher-order thinking.

8. The preservice educator guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.

9. The preservice educator demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.

10. The preservice educator uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.

11. The preservice educator makes creative and appropriate use of media and technology.
12. The preservice educator makes efficient use of physical and human resources and time.
13. The preservice educator facilitates equitable engagement of students on productive tasks.
14. The preservice educator provides opportunities for students to use and practice what is learned.
15. The preservice educator identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
16. The preservice educator links learning with student aspirations for future roles.

STANDARD IV

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1. The preservice educator uses multiple assessments and sources of data.
2. The preservice educator makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3. The preservice educator accurately assesses student performances using the established criteria and scoring guides consistent with Kentucky’s performance assessment program and the Kentucky Instructional Results Information System (KIRIS).
4. The preservice educator promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5. The preservice educator systematically collects and analyzes assessment data and maintains up-to-date records of student progress.

STANDARD V

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

1. The preservice educator accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. The preservice educator analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

STANDARD VI

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1. The preservice educator identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
2. The preservice educator articulates the purpose and scope of the collaborative effort.
3. The preservice educator articulates outcomes of each collaboration event (e.g., summary, next steps, responsibilities, timeline).

4. The preservice educator demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.

5. The preservice educator demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.

6. The preservice educator demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

STANDARD VII

The teacher evaluates his/her overall performance, refines the skills and processes necessary, and implements a professional development plan.

1. The preservice educator provides evidence of performance levels and articulates strengths and priorities for growth.

2. The preservice educator articulates a professional development plan to improve his/her own performance and to expand his/her teacher repertoire to facilitate student achievement of the learning goal.

3. The preservice educator engages in relevant professional development activities and follows through with a plan.

4. The preservice educator shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

STANDARD VIII

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1. The preservice educator accurately communicates the skills and core concepts related to certified academic areas.

2. The preservice educator effectively applies the methods of inquiry related to the certified academic areas.

3. The preservice educator incorporates a multicultural/global perspective in content presentations.

4. The preservice educator utilizes technology related to the certified academic areas.

5. The preservice educator connects knowledge of the certified academic areas to real life situations.
STANDARD IX

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

1. The preservice educator operates a multimedia computer and peripherals to install and use a variety of software.

2. The preservice educator uses terminology related to computers and technology appropriately in written and verbal communication.

3. The preservice educator demonstrates knowledge of the use of technology in business, industry, and society.

4. The preservice educator demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

5. The preservice educator creates multimedia presentations using scanners, digital cameras, and video cameras.

6. The preservice educator uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

7. The preservice educator uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

8. The preservice educator requests and uses appropriate assistive and adaptive devices for students with special needs.

9. The preservice educator designs lessons that include technology and human issues to address diverse students needs and different learning styles.

10. The preservice educator practices equitable, and legal use of computers and technology in both professional and personal activities.

11. The preservice educator facilitates the lifelong learning of self and others through the use of technology.

12. The preservice educator explores, uses, and evaluates technology resources: software, applications, and related documentation.

13. The preservice educator applies research-based instructional practices that use computers and other technology.

14. The preservice educator designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.

15. The preservice educator uses technology to support multiple assessments of student learning.

16. The preservice educator designs lessons that ask students to practice the equitable, ethical, and legal use of technology.
Asbury’s Education Department adopted one additional standard that reflects the mission of the institution and unit, supports the challenge of preparing educators with moral integrity, and emphasizes the influence of dispositions evidenced in a model of facilitation. With this standard, measurements for each performance criteria are included.

**STANDARD X**
The educator demonstrates dispositions that facilitate student learning and success.

Dispositions are characteristic manners of behaving and responding that flow from underlying values and beliefs, and are informed by reasoning, perception, and experience. The Education Unit has identified five desirable dispositions for both undergraduate and graduate candidates: moral and ethical integrity, respect and compassion for others, personal and emotional wellness and vitality, passion for teaching, and spiritual sensitivity and purpose. In order to develop and assess these dispositions, the unit will attend to the growth of knowledge (i.e. declarative, procedural, and conditional) pertaining to each disposition, the development of an identity with each disposition, and the ability to act upon each disposition.

**Dispositions:**
- Moral and Ethical Integrity
- Respect and Compassion for Others
- Personal and Emotional Wellness and Vitality
- Passion for Teaching
- Spiritual Sensitivity and Purpose

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<tr>
<th>Moral and Ethical Integrity</th>
<th>The educator demonstrates moral and ethical:</th>
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<tr>
<td></td>
<td>• Sensitivity through interpreting situations and becoming aware of how our actions affect others.</td>
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<td>• Judgment through making decisions about which actions are right and which are wrong</td>
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<td>• Motivation through prioritizing moral values over personal preferences</td>
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<td>• Character through strength of convictions, persistence and the will to overcome distractions and obstacles in order to act.</td>
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<th>Respect and Compassion for Others</th>
<th>The educator demonstrates respect and compassion for others through:</th>
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<td>• Caring behaviors, nurturing, advocating, accessibility, other-oriented decisions, and responding to human need.</td>
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<td>• Equitable treatment, acceptance of diversity, understanding of and openness to multiple perspectives, and positive regard.</td>
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<td>• Interpersonal behavior (intelligence) that demonstrates “the capacity to understand the intentions, motivations, and desires of other people” and work effectively with them.</td>
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<tr>
<th>Personal and Emotional Wellness and Vitality</th>
<th>The educator demonstrates personal and emotional wellness/vitality through:</th>
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<td></td>
<td>• Self-knowledge; discerning one’s beliefs, desires, fears, and capacities (intrapersonal intelligence).</td>
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<td>• Emotional resilience, perseverance, appropriate expression of emotions, stress management, versatility, and adaptability to demands.</td>
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<td>• Understanding of personal worth and commitment to a balanced, healthy lifestyle.</td>
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<th>Passion for Teaching</th>
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<td></td>
<td>• A contagious love of learning.</td>
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<td></td>
<td>• A positive attitude and work ethic.</td>
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<td>• Motivation and engagement of students in the learning process.</td>
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<th>Spiritual Sensitivity and Purpose</th>
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<td></td>
<td>• Living the examined life, discerning one’s calling and developing a personal vision.</td>
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<td>• Acting upon one’s spiritual vision and call</td>
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<td>• Guiding the student’s search for meaning (exploring existential questions).</td>
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