

## InTASC Teacher Education Professional Standards

The teacher education profession demands of its practitioners a commitment to professional responsibility and the demonstration of appropriate interpersonal and ethical behavior. Therefore, the academic curriculum of the Wayne State University Teacher Education programs require that all teacher education candidates demonstrate each of the model core teaching standards in accordance with the Interstate Teacher Assessment and Support consortium ([InTASC](#)). These standards are woven throughout the assignments and field experiences in the academic programs and portions of the standards are assessed in each course. Failure to comply with these standards is a failure to meet the academic standards of the Teacher Education program and could result in a student's dismissal from the academic program. Below are the four themes that run through the 10 standards:

### THE LEARNER AND LEARNING STANDARDS

1. *Learner Development.* The teacher candidate 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.
2. *Learning Differences.* The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environments.* The teacher candidate 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 KNOWLEDGE STANDARDS

4. *Content Knowledge.* The teacher candidate 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.
5. *Application of Content.* The teacher candidate 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 STANDARDS

6. *Assessment.* The teacher candidate 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.
7. *Planning for Instruction.* The teacher candidate 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.
8. *Instructional Strategies.* The teacher candidate 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 STANDARDS

9. *Professional Learning and Ethical Practice.* The teacher candidate 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.
10. *Leadership and Collaboration.* The teacher candidate 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.

By signing below, I am aware that I will be held accountable in my coursework and fieldwork as a future teacher through performances, knowledge and dispositions as indicated in each of the above standards.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Program Area: \_\_\_\_\_