

Educational Standards

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Future Teachers

Short History of the Movement

(Last 30 years)


- ***1983 A Nation at Risk***

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament."

- <http://www.sonoma.edu/users/p/phelan/423/standards.html#Top>

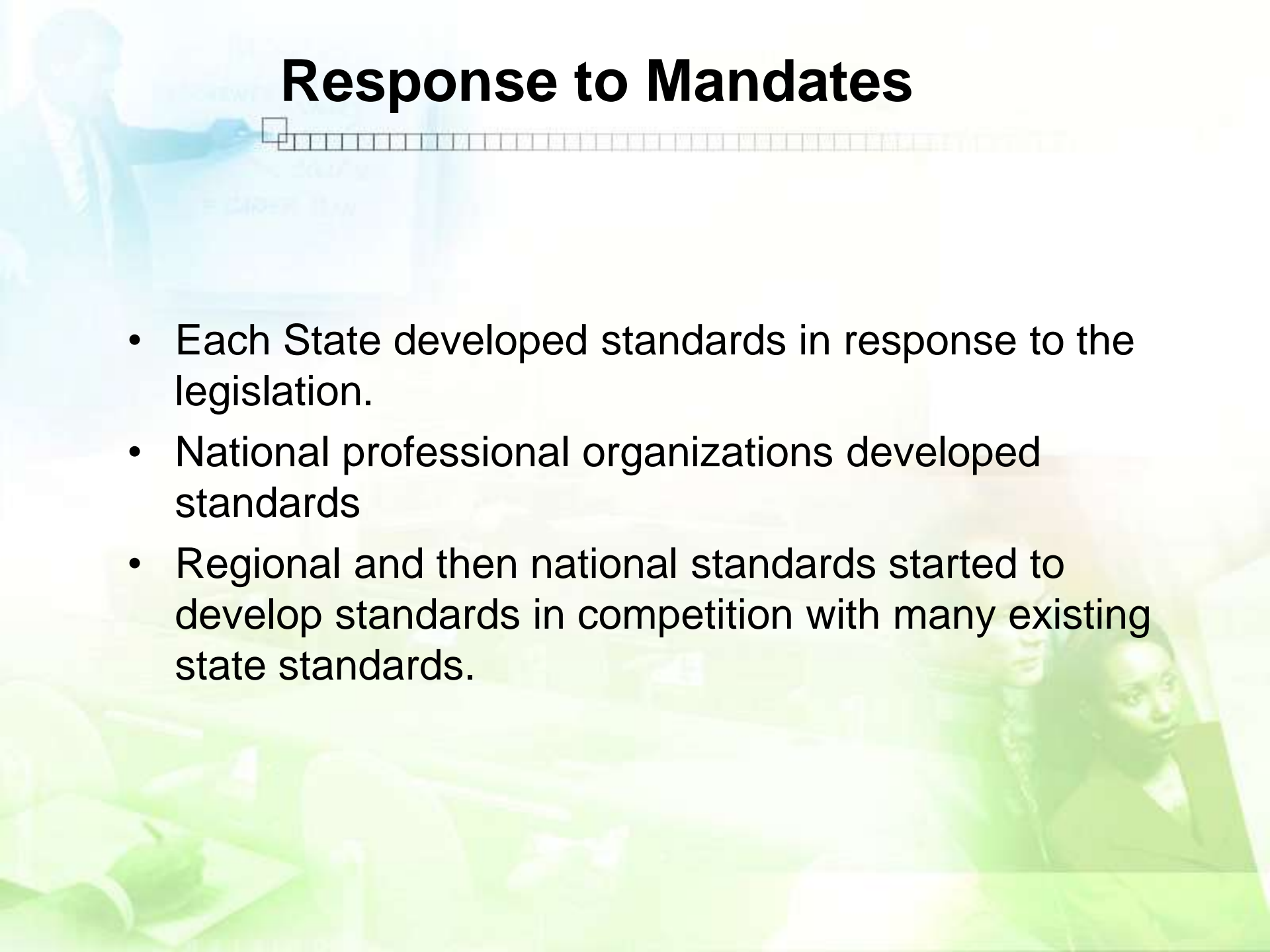
Progression of Legislation & Activities



- 1989 National Education Summit
 - 1990 The SCANS Report.
 - 1993 National Council on Education Standards and Testing
 - 1994 Goals 2000
 - 1996 National Education Summit
 - 1999 National Education Summit
 - 2000 No Child Left Behind Act
Development of State Standards
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Response to Mandates



- Each State developed standards in response to the legislation.
 - National professional organizations developed standards
 - Regional and then national standards started to develop standards in competition with many existing state standards.
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Standards Project Outcomes (Sample)

- Michigan Curriculum Framework (MCF)
- Michigan Grade Level Content Expectations
- High School Content Expectations
- Michigan Merit Curriculum (MMC)
- Career and Technical Education Standards
- Employability Standards
- Professional Standards for Michigan Teachers (PSMT)
- The Teacher Education Accreditation Council (TEAC)
- National Council for Accreditation of Teacher Education (NCATE)
- Interstate Teacher Assessment and Support Consortium (InTASC):
Model Core Teaching Standards
- Others

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 meet high 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.

A background image showing a teacher in a suit pointing at a whiteboard. The whiteboard has a grid overlay and some faint text. The overall image has a light green tint.

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.

Alignment Example (sample Format)

InTASC Standard	Course	Learning Objective	Artifact	Assessment
Students: Teachers understand student learning and development, and respect the diversity of the students they teach....				
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.				
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.				
1.3 Teachers expect that all students will achieve to their full potential.				

Recommendations



1.

2.

3.

4. Communicate

