

# **critical links:** A professional inquiry process

## **1R.1**

### **Best Practice Teacher Standard:**

*NOTE: This standard was developed and refined by teachers in the Minnesota Arts State Council and regional Minnesota Arts Quality Teaching Networks. In scope it appears daunting, but is offered as a set of goals to strive toward—the professional development agenda for a teacher’s entire career—rather than a set of requirements.*

#### I. Knowledge of Discipline and Education

The Best Practices teacher understands:

- A. Content and processes of the discipline in which s/he teaches
- B. Learning goals for students required by the school, district and/or state
- C. How the brain learns and implications for classroom teaching and learning
- D. How learning processes are influenced by students' developmental stages and individual differences including:
  - Learning style
  - Gender
  - Interests
  - Culture
  - Abilities
  - Preferences
- E. How support, independence, responsibility and decision-making affect students' learning process
- F. Assessment of student learning and its various purposes
- G. Evaluation of performance aligned with learning goals
- H. Characteristics of optimal learning environments
- J. How various resources and technologies can strengthen and expand learning experiences for students
- K. Strategies for collaboration

#### II. Skill in Teaching/Instruction

The Best Practices teacher can:

- A. Design challenging learning experiences that engage students in the work of the discipline
- B. Align learning activities with learning goal(s) and content standard(s)
- C. Describe attributes of student response that indicate achievement toward the learning goal
- D. Design learning experiences that bridge current and new knowledge:
  - Provide tools that support the accomplishment of complex tasks
  - Require thinking, foster independence and decision making
  - Are fair, sensitive and accessible to all learners; allow choice, flexibility
  - Incorporate reflection on the learning process
  - Provide structure for questioning current insights
  - Incorporate a system of feedback and guidance

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- Rely on varied resources and technologies
- E. Analyze, determine and improve the assessment potential of learning activities and curricular materials
- F. Create new learning activities and assignments that allow for assessment of student learning
- G. Use multiple strategies for observing student response to learning experiences
- H. Use assessment data to:
  - Align instruction, feedback, and guidance with student learning needs
  - Evaluate student performance
- I. Create and maintain a supportive environment for learning
- J. Initiate and engage in constructive dialogue about student learning with colleagues, professionals in the discipline and community members
- K. Engage in collegial collaboration to develop knowledge and competencies for the continual refinement of classroom practice