

WARNER SCHOOL PRINCIPLES AND TARGETED PROFICIENCIES FOR TEACHER CANDIDATES

NOTE:

- Each principle is one of the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, “augmented” with additions and/or qualifiers derived from our Warner School Teaching and Curriculum framework and National Council for the Accreditation of Teacher Education (NCATE) Standards. Note that each principle addresses a key area/component within teaching (as suggested by its title) and essentially states what we think is most important within that area/component for our teacher candidates.
- The “candidate proficiencies” listed after each principle are more concretely what we want candidates to achieve by the end of our program with respect to that particular area/component of teaching. Each principle has been articulated in such a way that it can be measured, and includes a combination of knowledge (K), skills (S), and dispositions (D).
- In wording candidate proficiencies (and related holistic rubrics) we have been careful to keep in mind that these principles articulate what we value in teaching as we would hope to see in the practice of experienced practitioners—yet here we are dealing with teacher candidates who are just entering the profession. Therefore, we can only expect candidates to: have developed a certain set of understandings and dispositions; have learned a sub-set of what they eventually need to know while developing expectations, skills and strategies to continue in what will be a life-long learning process; and, show that they have the *capacity* to create lessons and learning environments that reflect best practices, even if they may not yet be able to do so consistently (e.g., candidates “are able to ...” means that they have shown us at least once that they can do something).

1. Content Principle

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, as identified by relevant professional organizations, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Related candidates’ proficiencies:

- 1.1. Candidates have a broad preparation in the subject area(s) taught, consistent with professional and New York State standards. (K)
- 1.2. Candidates have a good understanding of some of the central concepts, tools of inquiry and structures of the subject matter(s) taught, and have developed strategies and skills to continue their learning in this area. (K)
- 1.3. Candidates are familiar with the principles and concepts delineated in professional, New York State, and Warner Teaching and Curriculum standards, and their implications for curricular and instructional decisions. (K)
- 1.4. Candidates are able to create learning experiences that make the subject matter meaningful and relevant for all students. (S)

2. Learning Principle

The teacher candidate understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. The teacher candidate understands that learning involves active engagement in culturally valued activities with knowledgeable others and the construction of new knowledge.

Related candidates' proficiencies:

- 2.1. Candidates understand human development and how it is affected by context. (K)
- 2.2. Candidates understand that all students construct knowledge through active engagement in culturally valued activities, and know what is appropriate for their students to learn, based on their age/grade level and the strengths, experiences and resources of their family/community background. (K)
- 2.3. Candidates are able to provide learning experiences that take into consideration the students' developmental level and draw on the strengths and resources available in students' prior experiences, as well as the school, family, and community contexts in which they live. (S)

3. Equity Principle

The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands the role each of us plays in the maintenance and transformation of social and educational practices that engender inequity and is committed to promote equity and social justice.

Related candidates' proficiencies:

- 3.1. Candidates understand equity and social justice principles, including everyone's right to have an opportunity to learn and what constitutes equitable and socially just behavior and treatment for themselves and others. (K)
- 3.2. Candidates are committed to high moral and ethical standards and respect and value their students' differences in contexts and approaches to learning. (D)
- 3.3. Candidates are familiar with some of the cultural, linguistic and learning differences and disabilities their students may present and their implications for the classroom. (K)
- 3.4. Candidates are able to provide learning experiences that are culturally relevant and address the strengths and needs of all students. (S)

4. Pedagogy Principle

The teacher candidate understands the link between content and pedagogy. As such, the teacher candidate understands and uses a variety of instructional strategies to encourage all students' development of critical thinking, problem solving, and performance skills that are appropriate for specific topics and subject areas, as identified by the relevant

professional organization(s). The teacher candidate is able to use and problematize the various technologies available to facilitate learning.

Related candidates' proficiencies:

- 4.1. Candidates are familiar with a wide array of instructional strategies consistent with professional, New York State and Warner School program standards, and understand their potential uses, values and limitations for achieving specific learning goals. (K)
- 4.2. Candidates are able to use a variety of teaching and learning strategies and classroom structures to achieve the learning goals articulated in relevant professional, New York State and Warner School program standards. (S)
- 4.3. Candidates understand the potential values as well as problems and limitations of using technology in instruction. (K)
- 4.4. Candidates are able to use technology in a variety of ways to support student learning within specific content areas. (S)

5. Learning Community Principle

The teacher candidate uses 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 for all students.

Related candidates' proficiencies:

- 5.1. Candidates understand what may encourage or hinder student's motivation and engagement in learning, based on an analysis of research and practice. (K)
- 5.2. Candidates are able to construct comfortable and safe classroom environments for all students. (S)
- 5.3. Candidates are able to construct a classroom environment that supports student motivation and learning and the creation of a "community of learners." (S)

6. Communication Principle

The teacher candidate understands the key role played by language in teaching and learning. The teacher candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Related candidates' proficiencies:

- 6.1. Candidates understand the role of language in teaching and learning. (K)
- 6.2. Candidates are familiar with and proficient in a wide variety of modes and vehicles for communication that can support learning and inquiry for all students. (K)
- 6.3. Candidates are able to use effectively a variety of modes of communication to make ideas accessible to all students and foster inquiry. (S)
- 6.4. Candidates are able to construct curriculum activities that incorporate oral, written, visual, and electronic texts as tools for interaction and communication across multiple contexts, and that facilitate all students' critical analysis of such texts. (S)

7. Planning Principle

The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Related candidates' proficiencies:

- 7.1. Candidates are able to align instruction with learning goals consistent with professional and New York State standards. (S)
- 7.2. Candidates are able to implement lessons according to a well-defined and high quality plan. (S)

8. Assessment Principle

The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and physical development of all learners and to inform instruction. Assessment is embedded in authentic learning activities that are for real audiences and real purposes.

Related candidates' proficiencies:

- 8.1. Candidates understand the multiple purposes of assessment and are familiar with a variety of assessment and evaluation strategies, their purposes and potential uses. (K)
- 8.2. Candidates are able to use a variety of assessment and evaluation strategies, including some that are embedded in authentic learning activities and have real audiences and purposes, to monitor, assess, and provide guidance to student learning over time. (S)
- 8.3. Candidates are able to use assessment to inform instruction by making links between their teaching and student performance and by adjusting their practice as a result of analysis of and reflection on student assessment data. (S)

8.4. Candidates are able to have a positive effect on their students' learning. (S)

9. Professional Practice Principle

The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally, including staying up to date with research, theories, and best practices in his/her field.

Related candidates' proficiencies:

- 9.1. Candidates are committed to continue to learn and improve their practice throughout their teaching career. (D)
- 9.2. Candidates are able to reflect on their practices, constructively use critiques of their practice, and draw from theories and research results, in order to make necessary adjustments to enhance student learning. (S)
- 9.3. Candidates recognize the key role played by professional organizations and the importance of participating in these learning communities; this includes knowing and using relevant standards generated by these organizations (including professional ethics standards). (D)

10. Community Principle

The teacher candidate fosters relationships with school colleagues, parents/caregivers, and agencies in the larger community to support students' learning and well-being.

Related candidates' proficiencies:

- 10.1. Candidates value and seek out parental and community involvement. (D)
- 10.2. Candidates are able to communicate effectively with parents/caregivers and colleagues. (S)