

# ARKANSAS STANDARDS FOR BEGINNING TEACHERS

The Arkansas Standards for Beginning Teachers are closely aligned with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC, 1993). The standards' knowledge, dispositions and performance elements are included in Competency Standards for each teaching field along with evidences for the elements as they pertain to the respective fields.

## STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

### KNOWLEDGE

- The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
- The teacher has a multicultural perspective of his/her discipline(s).
- The teacher knows how to relate higher disciplinary knowledge to other subject areas.
- The teacher understands how students' conceptual frameworks and their misconception of an area of knowledge can influence their learning.

### DISPOSITIONS

- The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.
- The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.
- The teacher accepts multiple perspectives.
- The teacher values interdisciplinary teaching and learning.

### PERFORMANCE

- The teacher keeps abreast of new ideas and understandings in higher discipline.
- The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.
- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.
- The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.
- The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
- The teacher ensures that what is taught and what is learned is accurate.
- The teacher presents the content in a creative and enthusiastic manner.

- The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

## **STANDARD TWO**

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

### **KNOWLEDGE**

- The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.
- The teacher knows how to apply interdisciplinary approaches to curriculum design.
- The teacher recognizes the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches.
- The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.
- The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.
- The teacher knows how to use various instructional technologies to address individual and group needs.
- The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

### **DISPOSITIONS**

- The teacher is willing to respond with different approaches until students succeed.
- The teacher is disposed to be a learner about organization, presentation, and assessment of content.
- The teacher is inclined to use a variety of resources.
- The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.
- The teacher is willing to explore and use technology as an instructional tool in the classroom.
- The teacher is committed to improving practice based on a variety of assessments, both formal and informal.
- The teacher is committed to lifelong learning.

### **PERFORMANCE**

- The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.
- The teacher adapts the curricula to accommodate individual student abilities and needs.
- The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

- The teacher asks questions to stimulate discussion as well as creative and critical thinking.
- The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.
- The teacher uses technology, as appropriate, to improve learning and instruction.
- The teacher displays excitement using a variety of teaching strategies, such as one on one, modalities, and transition.
- The teacher exhibits enthusiasm for the curriculum.
- The teacher constructs and uses a variety of assessment techniques to assess student growth and development.
- The teacher uses feedback and assessment to improve practice.
- The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

### **STANDARD THREE**

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

#### **KNOWLEDGE**

- The teacher knows concepts of human growth and development.
- The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.
- The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.
- The teacher understands how students' physical, social, emotional and cognitive development influences learning and applies these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.
- The teacher understands the importance of peers to intellectual development.
- The teacher knows how to find information and services to support students.

#### **DISPOSITIONS**

- The teacher is willing to provide and maintain a positive classroom environment.
- The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.
- The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.
- The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.
- The teacher recognizes that all students are capable of sharing knowledge.

## **PERFORMANCE**

- The teacher applies concepts of human growth and development to classroom instruction.
- The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.
- The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.
- The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.
- The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.
- The teacher provides opportunities for both individual and group learning.
- The teacher finds and uses information and services to support students.
- The teacher provides many chances for successes recognizing unique and individual language styles.
- The teacher provides language experiences which stimulate and motivate individual and/or group growth and development promoting high level, challenging activities.
- The teacher flexibly applies appropriate learning theories for individual students.
- The teacher creates an environment which motivates students to learn by building on their strengths and interests.

## **STANDARD FOUR**

The teacher exhibits human relations skills which support the development of human potential.

## **KNOWLEDGE**

- The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.
- The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.
- The teacher understands the importance of treating others with respect and dignity.
- The teacher knows how to communicate effectively with multiple audiences.

## **DISPOSITIONS**

- The teacher respects, accepts, and supports ALL students.
- The teacher appreciates the importance of effective communication.
- The teacher is committed to the expression of democratic values in the classroom and in school.

## **PERFORMANCE**

- The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.
- The teacher expresses empathy and warmth in interpersonal relationships.
- The teacher treats all others with the same respect and dignity with which he/she expects to be treated.
- The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

- The teacher creates an environment which nurtures self-confidence, self-respect, and competence.
- The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

## **STANDARD FIVE**

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

### **KNOWLEDGE**

- The teacher understands the importance of reflecting on practice to improve instruction.
- The teacher knows how to translate, evaluate, and apply current education research.
- The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.
- The teacher understands the process of change.
- The teacher understands schools as organizations within the larger community context.
- The teacher understands the importance of family/guardian involvement.
- The teacher understands how student groups function and influence people and how people influence students.

### **DISPOSITIONS**

- The teacher is committed to research, reflection, assessment, and learning as an ongoing process.
- The teacher appreciates the need for change in a dynamic organization.
- The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.
- The teacher is willing to collaborate in school-improvement activities.

### **PERFORMANCE**

- The teacher reflects on his/her teaching to improve instruction.
- The teacher utilizes research to improve instruction.
- The teacher assumes responsibility for his/her own professional development.
- The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.
- The teacher works collaboratively for student and school improvement.
- The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.
- The teacher is an advocate for student learning and school improvement.
- The teacher develops and maintains a professional presence and maintains a professional growth plan.