

New York State Teaching Standards And Elements Placemat

	<p>Standard 4: Learning Environment</p> <p>4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student</p> <p>4.2 Creates an intellectually challenging and stimulating learning environment</p> <p>4.3 Manages the learning environment for the effective operation of the classroom</p> <p>4.4 Organize and utilize available resources [e.g. physical space, time, technology] to create a safe and productive learning environment</p>
<p>Standard 1: Knowledge of Students & Student Learning</p> <p>1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels</p> <p>1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes</p> <p>1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students</p> <p>1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning</p> <p>1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning</p> <p>1.6 Knowledge and understanding of technological and information literacy and how they affect student learning</p>	<p>Standard 5: Assessment for Student Learning</p> <p>5.1 Design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth</p> <p>5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction</p> <p>5.3 Communicate information about various components of the assessment system</p> <p>5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly</p> <p>5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated</p>
<p>Standard 2: Knowledge of Content and Instructional Planning</p> <p>2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[^] 2.3 Understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts</p> <p>2.3 Uses a broad range of instructional strategies to make subject matter accessible</p> <p>2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement</p> <p>2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge</p> <p>2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals</p>	<p>Standard 6: Professional Responsibilities and Collaboration</p> <p>6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities</p> <p>6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning</p> <p>6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success</p> <p>6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations</p> <p>6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities</p>
<p>Standard 3: Instructional Practice</p> <p>3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning</p> <p>3.2 Communicate clearly and accurately with students to maximize their understanding and learning</p> <p>3.3 Set high expectations and create challenging learning experiences for students</p> <p>3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement</p> <p>3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology</p> <p>3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs</p>	<p>Standard 7: Professional Growth</p> <p>7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth</p> <p>7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies</p> <p>7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice</p> <p>7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources</p>

Cognitive Engagement

Cognitive Engagement is a prerequisite for student learning. The engaged student not only attends to built-in procedures of instruction but also interacts with the content of the lesson in a deep and thoughtful way.

Teachers

- Express high expectation
- Use a variety of space, student, and room arrangement
- Do continual assessment and feedback
- Seek evidence of participation and flow
- Use a variety of interaction modes

Students

- Know when they are successful in tasks
- Make authentic choices and regulate own learning
- Are immersed in task
- Actively discover and observe
- Are mindful

Constructivist Learning

This concept states that learning takes place when learners restructure knowledge and are able to apply that to new learning situations that have not yet been explored by the learner.

Constructivist Learning:

- Is student-centered
- Allows the learner to practice applying knowledge from previous experience
- Is an interactive process motivated by creation of disequilibrium for the learner
- Allows the teacher to be the facilitator of learning
- Helps students with group acquisition of knowledge and creates contextual learning

21st Century Skills

For the 21st century students must have ways of acquiring and knowing information from vast knowledge bases. The skills and knowledge need to be integrated and not separate.

Some 21st century skills are:

- Critical thinking
- Problem solving
- Global awareness
- Collaboration

Teacher strategies for the 21st Century should include:

- Problem and project based learning
- Authentic problem solving
- Engagement with students, colleagues, and the community
- Student-centered learning
- Technology integration