Learning Outcomes

Knowledge

K1. Specialized Knowledge

The teacher possesses content knowledge and uses such knowledge bases to create meaningful learning environments for students in inclusive settings.

K2. Human Development and Learning

The teacher understands theories underlying inclusive education, and knows how to structure a learning environment conducive to learning for students with diverse learning styles. The teacher understands and assesses the developmental approach to becoming a teacher through critical reflection.

K3. Student Learning

The teacher understands and has knowledge of constructivist learning theory in order to attend to the individual needs of students and to improve student academic achievement in inclusive settings.

K4. Diversity of Learners

The teacher understands and has knowledge of multicultural theories, diversity perspectives, culturally relevant teaching practices, inclusive strategies, and the foundations of education.

K5. Assessment, Evaluation, Technology and Research

The teacher understands and has knowledge of traditional and non-traditional assessment tools, including portfolio and performance-based assessments and technological applications. The teacher possesses sufficient knowledge of assessment and research strategies designed to assist, monitor, and evaluate learning outcomes for all students.

Skills

S1. Curriculum Development and Instructional Planning

The teacher designs curricula and plans instruction based on knowledge of the subject matter, student needs, community, and curriculum goals (including State and City performance standards) for an inclusionary model of instruction.

S2. Instructional Methods and Strategies

The teacher uses a variety of developmentally appropriate instructional strategies (i.e., differentiated instruction, multiple intelligences, learning styles, cooperative learning, etc.) in order to facilitate democratic learning communities.

Learning Outcomes

S3. Learning Environment

The teacher implements instructional methods and positive behavioral supports that establish a learning environment that encourages critical thinking, problem solving, and self-regulation.

S4. Communication

The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive classroom interaction.

S5. Assessment, Research and Technology

The teacher uses formal and informal assessment strategies including technology application to evaluate and assess special learning needs and to ensure the continuous intellectual and social development of the learner. The teacher will be able to apply the tools of action research to further evaluate and assess the intellectual and social development of the learner.

Dispositions

D1. Lifelong Learning

The teacher demonstrates concern for self-improvement through reflection and professional development.

D2. Diversity

The teacher appreciates diversity in school and society and sees the learning potential in every individual.

D3. Professional Partnerships

The teacher is committed to collaboration in schools and other learning communities and models professional and leadership behaviors in all interactions with school, families, and communities.

D4. Ethical Behavior: Respect and Fairness

The teacher recognizes that educational practices have ethical implications and is committed to fostering a democratic learning community of informed decision makers. This especially means treating all people with respect and ensuring that all instructional practices are fair for everyone.

D5. Transformative Learning and Teaching

The teacher is committed to personal, school and community change, and dedicated to the idea that all students can learn when provided with an appropriate instructional environment.