

MSFE TEPG Core Propositions and Standard Indicators

Core Proposition	Standard Indicator
<p>1. Teachers are committed to students and their learning. Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.</p> <p>Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.</p>	<p>1-a. Understanding of Students: Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.</p>
	<p>1-b. Application of Learning Theory: Teacher demonstrates an understanding of how students develop and learn.</p>
	<p>1-c. Classroom climate: The teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged and expected to participate.</p>
	<p>1-d. View of the Whole Child: The teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.</p>
<p>2. Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.</p> <p>Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.</p>	<p>2-a. Subject knowledge The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines.</p>
	<p>2-b. Pedagogical content knowledge The teacher is knowledgeable of his/her subject domain (e.g., concepts, constructs, content) and conveys this knowledge clearly to students using specialized instructional skills.</p>
	<p>2-c. Goal-focused planning The teacher plans and implements instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.</p>
<p>3. Teachers are responsible for managing and monitoring student learning. Accomplished teachers create, enrich, maintain and alter instructional settings to</p>	<p>3-a. Instructional approaches The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.</p>

<p>capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.</p> <p>Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.</p> <p>Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.</p>	<p>3-b. Classroom organization and grouping The teacher creates an organized classroom that involves and engages all students, maximizes learning time, and enhances student learning in a variety of group settings.</p>
	<p>3-c. Student engagement The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.</p>
	<p>3-d. Assessment of student progress The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.</p>
<p>4. Teachers think systematically about their practice and learn from experience.</p> <p>Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem solving orientation.</p> <p>Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.</p>	<p>4-a. Adjustment to instructional plans The teacher continually reflects on his/her instructional decision-making and modifies instructional approaches and interactions, making decisions based on student learning needs and best practices.</p>
	<p>4-b. Continuous professional growth The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.</p>
<p>5. Teachers are members of learning communities.</p> <p>Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.</p>	<p>5-a. Professional collaboration and leadership Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.</p>
	<p>5-b. Engagement with caregivers and community Teacher engages in ongoing communication and collaboration between home/caregivers and the greater community to enhance student learning and school effectiveness.</p>

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

5-c. Professionalism The teacher presents himself/herself (e.g., in interactions with students, colleagues, primary caregivers, and the public) in a professional manner that reflects the district's high standards of ethics and excellence.

Note. Prepared by the Maine Schools for Excellence (MSFE) using *What Teachers Should Know and Be Able to Do (1987)* that articulates the profession's vision for accomplished teaching. Portions of this MSFE document are reprinted with permission by the National Board.