



Winthrop University

Richard W. Riley College of Education

**Initial Teacher Preparation
Unit Standards Framework**



Richard W. Riley College of Education

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Unit Standards and Elements

**DIVERSE NEEDS
OF LEARNERS**

**LEARNING
ENVIRONMENT**

TECHNOLOGY

ASSESSMENT

**INSTRUCTION
AND LEARNER
ENGAGEMENT**

LITERACY

**PROFESSIONAL
LEARNINGS AND
ETHICAL
PRACTICE**

Introduction

Initial teacher preparation at Winthrop University is built around the central belief that teachers must be able to demonstrate knowledge, skills, and dispositions that produce learners prepared for twenty-first century challenges within the context of a free and democratic society. Through field-focused learning in school partnership settings, candidates demonstrate evolving skills in the domains of diverse needs of learners, learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. These domains are embedded throughout an integrated series of classroom and field experiences involving core and discipline-specific curricula, grounded in evidence-based practice and professional standards, and designed to support teacher candidates as they learn about themselves, individual learners, classrooms, and the American school system.

Teacher Education Professional Dispositions and Skills

I. FAIRNESS

The teacher candidate assumes responsibility for the learning of all students in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.

II. INTEGRITY

The teacher candidate demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the university and the profession.

III. COMMUNICATION

The teacher candidate interacts in ways that convey respect and sensitivity.

IV. COMMITMENT

The teacher candidate embraces the complexity of work through reflective practice and professional growth.

Standard 1

DIVERSE NEEDS OF LEARNERS

The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.

Elements:

1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.
 2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.
 3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs.
 4. The teacher candidate maintains high expectations for the achievement of all learners.
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Standard 2

LEARNING ENVIRONMENT

The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.

Elements:

1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.
2. The teacher candidate develops and implements a proactive classroom management plan that promotes positive behaviors, active engagement, and respect for individual differences.
3. The teacher candidate promotes positive social interaction and a sense of community in the learning environment.

Standard 3

TECHNOLOGY

The teacher candidate plans and implements meaningful learning opportunities that engage learners in the ethical and appropriate use of technology to meet learning outcomes.

Elements:

1. The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression.
 2. The teacher candidate utilizes technology to fulfill the principles of Universal Design for Learning by providing multiple representations of content, multiple options for engaging learners, and multiple options for learners to demonstrate understanding.
 3. The teacher candidate models and requires safe, legal, ethical, and appropriate use of digital information and technology.
 4. The teacher candidate utilizes technology to collect, manage, and analyze data to determine impact on student learning.
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Standard 4

ASSESSMENT

The teacher candidate designs, selects, and implements multiple assessments and systematically uses data to make instructional decisions that support, monitor, and promote learning.

Elements:

1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.
2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.
3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.

Standard 5

INSTRUCTION AND LEARNER ENGAGEMENT

The teacher candidate uses developmental and pedagogical content knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.

Elements:

1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains (language/literacy, cognitive, social/emotional, physical, moral) to plan and implement learner-centered lessons aligned with curriculum goals and standards.
 2. The teacher candidate motivates learners and engages them in appropriately challenging experiences that encourage higher order thinking.
 3. The teacher candidate plans and implements instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding.
 4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.
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Standard 6

LITERACY

The teacher candidate implements essential components of literacy instruction (reading, writing, listening, speaking, viewing, and visual representation) within the discipline(s) to enhance opportunities for learning.

Elements:

1. The teacher candidate applies essential components of literacy instruction using evidence-based practices appropriate for the discipline(s).
2. The teacher candidate models the use of literacy strategies within the discipline(s).
3. The teacher candidate implements, or collaborates with school professionals to implement, appropriate interventions for learners who struggle in one or more literacy areas.
4. The teacher candidate provides opportunities within the discipline(s) that motivate learners to use literacy skills.

Standard 7

PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher candidate participates in ongoing professional learning and critical reflection, upholds ethical and legal standards, and articulates the impact of social, legal, and political contexts on American schooling.

Elements:

1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice.
 2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold the rights and responsibilities of teachers and learners.
 3. The teacher candidate articulates the impact of social, legal, and political contexts on American schooling, both in the larger context of a democratic society and within the discipline.
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