

Miami University's School of Education and Allied Professions
Institutional Standards

No. 1: The candidate is well grounded in general studies and content knowledge.

- (A) Evidences depth of academic knowledge and skills
- (B) Demonstrates an understanding of the connections between content previously learned, current content, and content that remains to be learned in the future
- (C) Makes content knowledge comprehensible to students
- (D) Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, clear speech)

No. 2: The candidate appreciates and understands diverse learners, mentors, peers, and learning processes.

- (A) Shows a sensitivity to cultural and individual differences
- (B) Demonstrates an appreciation and understanding of exceptionalities
- (C) Utilizes multiple instructional strategies that are appropriate to students' needs
- (D) Demonstrates familiarity with relevant aspects of students' background knowledge and experiences and varies instruction based upon students' interests, aspirations, personal and cultural dispositions, and needs

No 3: Demonstrates sensitivities to learning contexts and environments

- (A) Creates a climate that promotes fairness
- (B) Establishes and maintains rapport with students
- (C) Communicates challenging learning expectations to each student
- (D) Establishes and maintains consistent standards of classroom behavior
- (E) Makes the physical environment safe and conducive to learning
- (F) Facilitates students' integration of understanding, competence, confidence, and emerging self efficacy

No 4: Demonstrates planning, implementation, and evaluation by utilizing varied instructional strategies

Planning

- (A) Articulates clear learning goals for the lesson that are appropriate for the students
- (B) Creates or selects teaching methods, learning activities, and instructional materials, technological resources that are appropriate for the students and are aligned with the goals of the lesson

Implementation

- (A) Clearly communicates challenging learning expectations and procedures to the students
- (B) Encourages students to extend their thinking
- (C) Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits
- (D) Uses instructional time effectively

Evaluation

- (A) Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
- (B) Demonstrates a sense of efficacy by modifying instruction in response to student feedback and performance
- (C) Monitors and assess learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.)

No. 5: Demonstrates Professional Commitments and Dispositions

- (A) Participates in professional and school-sponsored activities
- (B) Observes school policies and procedures
- (C) Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual, etc.)
- (D) Meets all requirements for professional development with the specific licensure program
- (E) Reflects on the extent to which learning goals were met
- (F) Builds professional relationships with colleagues to share learning insights and to coordinate learning activities for students in relation to both the public and private purpose of education
- (G) Communicates with parents, guardians, and other colleagues about student learning