

Oregon Model Core Teaching Standards



The Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of teaching practice necessary to improve student learning that encompass all subject areas and grade levels. The standards reflect a new vision for teaching and learning critical for preparing all students for success in today's world and their future.

Key themes for improved student learning run throughout the standards:

- Personalized learning for diverse learners
- Cultural competence
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represents the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. See link below for accessing the complete Model Core Teaching Standards which delineates “essential knowledge,” “critical dispositions” and “performances.”

http://www.ccsso.org/Documents/2011/InTASC_Std MS_Word_version_4_24_11.doc

The Model Core Teaching Standards include:

(A) The Learner and Learning

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

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(B) Content

Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice

Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.