

MINNESOTA QUALITY TEACHING COALITION

Minnesota Association of Alternative Programs *** Minnesota Association of Charter Schools
Minnesota On-line Learning Alliance *** Minnesota Rural Education Association

TEACHER COMPETENCIES FOR TRADITIONAL AND ALTERNATIVE SETTINGS*

Teaching in Typical Public Schools	Teaching In Alternative Settings
<p>Teaching Skills as Identified by Charlotte Danielson* – These standards are being used by many “regular” school districts across the nation in the evaluation of teachers. These are the skills that “all” teachers in any kind of school should have.</p>	<p>Teaching in alternative settings, charter schools, or other “schools of choice” often require additional or a higher level of skills or knowledge.</p>
<p>Domain 1: Planning and Preparation Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i> in subject of licensure.</p> <p>Component 1b: <i>Demonstrating Knowledge of Students</i> often from more similar backgrounds and within same age groupings.</p> <p>Component 1c: <i>Selecting Instructional Goals</i> commonly within a defined course description in one subject.</p> <p>Component 1d: <i>Demonstrating Knowledge of Resources</i> from a set of resources provided by the school district.</p> <p>Component 1e: <i>Designing Coherent Instruction</i> for same aged groupings of students within one subject at a time.</p> <p>Component 1f: <i>Assessing Student Learning</i> often within lessons taught to same age groupings of students in one subject.</p>	<p>Domain 1: Planning and Preparation Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i> in a variety of subjects. For instance, all high school social studies and science teachers in an alternative setting need a knowledge of “best practices” in teaching reading to students who are reading below grade level.</p> <p>Component 1b: <i>Demonstrating Knowledge of Students</i> often from more diverse backgrounds and within multi age groupings.</p> <p>Component 1c: <i>Selecting Instructional Goals</i> commonly across disciplines.</p> <p>Component 1d: <i>Demonstrating Knowledge of (a variety of) Resources</i> and where to find and acquire these resources.</p> <p>Component 1e: <i>Designing Coherent Instruction</i> based on the individual needs of students across many subjects and skill areas, including life, process, and project skills.</p> <p>Component 1f: <i>Assessing Student Learning</i> commonly in a variety of instructional situations often including independent study/projects, group projects, seminars, internships, and distance learning courses.</p>

Domain 2: The Classroom Environment

Component 2a: *Creating an Environment of Respect and Rapport* within same age groupings and a highly structured, schedule of defined class periods.

Component 2b: *Establishing a Culture for Learning* within same age groupings, common learning activities, and similar assignments.

Component 2c: *Managing Classroom Procedures* within same age groupings and a highly structured, schedule of defined class periods.

Component 2d: *Managing Student Behavior* within an environment with an established discipline policy and a more structured environment.

Component 2e: *Organizing Physical Space* within a traditional classroom with pre-defined furniture and materials.

Domain 2: The Classroom Environment

Component 2a: *Creating an Environment of Respect and Rapport* often in more open environment requiring more teaching of individual responsibility and collaboration skills.

Component 2b: *Establishing a Culture for Learning* often with a higher percentage of students who have had difficulty in other schools and have become turned off by school.

Component 2c: *Managing Classroom Procedures* in often more open or different environments requiring more teaching of individual responsibility, collaboration skills, and supervision of para professionals and community resources.

Component 2d: *Managing Student Behavior* when students are more often in a variety of instructional situations, interacting with others more frequently, and in more open environments.

Component 2e: *Organizing Physical Space, Designing Learning Environments, Purchasing and Constructing Learning Space* in non traditional educational settings (open warehouse space, business office settings, the outdoors, "virtual" space, etc...)

Domain 3: Instruction

Component 3a: *Communicating Clearly and Accurately* verbally a common set of instructions within common learning activities to a same aged group of students.

Component 3b: *Using Questioning and Discussion Techniques* to obtain knowledge in one subject area.

Component 3c: *Engaging (same aged) Students in Learning* a common objective within a defined course.

Component 3d: *Providing Feedback to (same aged) Students* working on the same content and assignments.

Component 3e: *Demonstrating Flexibility and Responsiveness*

Developing Curriculum Units, Lessons and Assessments delivered in structured courses to same aged students within one subject.

Domain 3: Instruction

Component 3a: *Communicating Clearly and Accurately* a variety of instructions based on individual learner needs within varied learning activities to multi aged students in multiple formats including other languages and mediums.

Component 3b: *Using Questioning and Discussion Techniques* to obtain knowledge and skill in a variety of subjects.

Component 3c: *Engaging Students in Learning* content, skills, and attitudes across many subjects and other areas such as life skills, project management skills, community involvement, and real life work skills.

Component 3d: *Providing Feedback to Students* working on a variety of content areas and individualized projects, tasks, internships, and courses.

Developing Curriculum Units, Lessons, and Assessments delivered in a variety of instructional settings including seminars, mini-courses, distance learning courses, group projects, independent study, and internships.

Domain 4: Professional Responsibilities

Component 4a: *Reflecting on Teaching* methodology

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Component 4a: *Reflecting on Teaching* methodologies

<p>used with same aged students in one subject area.</p> <p>Component 4c: <i>Communicating with Families</i> about student progress on similar learning objectives, similar assessments within one subject.</p> <p>Component 4d: <i>Contributing to the School and District</i> in fairly defined ways such as curriculum committee work.</p> <p>Component 4e: <i>Growing and Developing Professionally</i> is often confined to school district workshops and post graduate education and is not typically a condition for continued employment.</p> <p>Component 4f: <i>Showing Professionalism</i> is advised but is very difficult to enforce.</p>	<p>used in a variety of instructional settings requiring greater skill in areas such as individualizing instruction, teaching independent learning strategies, the process of inquiry, technology integration, and performance assessment.</p> <p>Component 4c: <i>Communicating and Cooperating with Families</i> to establish individual learning plans that include a thorough analysis individual student academic, social, behavioral, individual responsibility, and project skill strengths and weaknesses.</p> <p>Component 4d: <i>Contributing to the School and District</i> often in site based management situations and shared leadership situations that require teachers to be more involved with administrative leadership, school board involvement, facilities management, curriculum development, teacher mentorship, and other duties typically handled by school district offices.</p> <p>Component 4e: <i>Growing and Developing Professionally</i> is often a condition for continued employment as many teachers in alternative schools are employed at will and not protected by tenure.</p> <p>Component 4f: <i>Showing Professionalism</i> can be a condition for continued employment because of “at will” status and since many schools are “schools of choice” they need to be more sensitive to their customer’s needs.</p>
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*Adapted from “Enhancing Professional Practice,” by Charlotte Danielson (1996, Association for Supervision and Curriculum Development, Alexandria, Va.)