

DTE Candidate Performance Expectation Domains

The Department of Teacher Education at Shawnee State University prepares “**Learner-Centered, Inquiring Professionals.**” Teacher Candidates performance expectations are identified under each of the five performance domains in the department conceptual framework. These performance expectations reflect the SSU missions statement, align closely with the Inter State Teacher Assessment and Support Consortium (InTASC) standards adopted by CAEP, and Ohio Professional Teacher Standards.

Candidate Performance Expectations in the Five Domains:

1) The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).

Knowledge:

- A broad general education essential for an educated person
- An in-depth working knowledge in specific discipline area(s)

Skills:

- Enable learners to understand patterns of thinking specific to the discipline(s).

Dispositions:

- Value and practice inclusive orientation to learning.

2) The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.

Knowledge:

- Principles of human growth and development
- Epistemological and psychological understanding of human learning

Skills:

- Communicate challenging expectations according to learner readiness
- Use multiple instructional strategies responsive to learners’ cultural and developmental needs

Dispositions:

- Demonstrate sensitivity to all learners
- Support positive learner self-concept by fostering learner success
- Assist learners in clarifying beliefs, attitudes, and values as well as fostering cognitive development

3) The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.

Knowledge:

- Social, political, philosophical, historical, ethical, and legal contexts of teaching and learning in American society
- Changes in family settings and social contexts and the impact on teaching and learning

Skills:

- Create and manage safe, fair, and supportive learning environments
- Communicate and cooperate with parents and other professionals in working with diverse students

Dispositions:

- Value and advocate communication and collaboration in learning communities
- Establish empathic, cooperative relationships with and among all learners

4) The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.

Knowledge:

- Content pedagogy theories
- Curriculum alignment within a discipline and across curriculum

Skills:

- Planning
 - Develop multiple perspectives by integrating disciplines, learners' interests, and technological resources
 - Select and organize instruction to connect learner experience in and outside the classroom
- Instruction
 - Make content comprehensible to learners
 - Guide learners toward constructing knowledge through a variety of experiences
 - Encourage critical and divergent thinking
 - Use instructional time effectively
- Management
 - Demonstrate effective classroom management.
- Evaluation
 - Monitor and evaluate learning through a variety of means
 - Modify instruction based on learning.

Dispositions:

- Be accountable for learning
- Continuously assess and improve instruction for diverse learners

5) The SSU teacher candidate practices professionalism.

Knowledge:

- Moral and legal responsibilities of a professional teacher
- Approaches to reflectivity and inquiry

Skills:

- Reflect on beliefs and conduct as a professional teacher
- Participate in professional activities
- Observe school policies and procedures

Dispositions:

- Continue to inquire and grow as a professional
- Model life-long learning