

## Correlation of Model Standards for Beginning Teacher Licensing, Assessment, and Development from the Interstate New Teacher Assessment and Support Consortium (INTASC)

<b>Standard</b>	<b>Course(s) that specifically address that standard</b>	<b>Expected artifacts to demonstrate mastery</b>
<b>Principle #1</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	Educational Foundations II Methods Courses Curriculum & Assessment Student Teaching	Case study reports Lesson plans Learning units Assessment analysis reports Teaching evaluation reports
<b>Principle #2</b> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	Educational Foundations II Educational Psychology	Case Study Reports Reflective Journals Mentor Reports (tutoring)
<b>Principle #3</b> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners.	Special populations Curriculum and Assessment	Lesson and Unit Plans Shadowing Journal Mentor Report
<b>Principle #4</b> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Curriculum & Assessment Methods Courses Student Teaching Student Teaching	Case Study Reports Reflective Journals Mentor Reports (tutoring) Teaching Observation Reports
<b>Principle #5</b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning, and self-motivation.	Methods Classes Educational Foundations II	Case Study Reports Reflective Journals Mentor Reports (tutoring)
<b>Principle #6</b> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Curriculum & Assessment Methods Classes	Teaching Observation Reports Mentor and Supervisor Reports
<b>Principle #7</b> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	Curriculum & Assessment Methods Courses Student Teaching Student Teaching	Lesson and Unit Plans Teaching Observation Reports Mentor and Supervisor Reports
<b>Principle #8</b>	Curriculum & Assessment	Lesson and Unit Plans

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Methods Classes	Reflective Journals Assessments Mini-teaches Classroom Observations
Principle #9 The teacher is a reflective practitioner continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Student Teaching	Reflective Journal Mentor and Supervisor Reports
Principle #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	Student Teaching	Reflective Journal Mentor and Supervisor Reports Student Teaching Portfolio
<b>Principle #11 – Qatar Standard</b> <b>Candidates who complete the program are not only knowledgeable about education in a</b> global context, but also understand the specific characteristics of education in Qatar; including the history of education; the vision and goals of the current reform; current policies and regulatory agencies; State of Qatar Curriculum Standards; and the demographics, culture, special needs, and special opportunities of the student population in Qatar schools.		
a. The teacher demonstrates knowledge of the history and current leadership in education in Qatar by describing methods of working within this context to maximize benefit to the students of Qatar.	Student Teaching	Reflective Journal Mentor and Supervisor Reports Student Teaching Portfolio
b. The teacher reviews, designs, and interprets curriculum to reflect the content and the vision of the State of Qatar Curriculum Standards.	Curriculum & Assessment	Lesson and Unit Plans Reflective Journals Assessments Assessment Analyses
c. The teacher provides a learning environment that honors and reflects the culture, language, and values of the students of Qatar in such a way as to maximize student learning.	Foundations I Education for Exceptional Students Student Teaching	Case Study Report Reflective Journal Mentor and Supervisor Reports Student Teaching Portfolio

## Correlation of National Professional Standards for Teachers and Program Courses

Activities and assessments for these standards may be found in the course syllabi and will be posted to students' electronic portfolios.

Note that all standards are expected to be demonstrated during the Student Teaching.

STANDARD	COURSE(S)
<b>1. Structure innovative and flexible learning</b>	
1.1 Identify learning goals that reflect curriculum documents and school policies.	All strands: Curriculum and Assessment
1.2 Incorporate information on students in the design of learning experiences.	Early Childhood: Education for Young Children with Exceptional Needs Primary Levels: Education of Exceptional Students
1.3 Plan for students with special learning requirements in the design of learning experiences.	Early Childhood: Education for Young Children with Exceptional Needs Primary Levels: Education of Exceptional Students
1.4 Select innovative and flexible teaching and learning strategies to maximize student learning.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes
1.5 Implement flexible and innovative learning experiences.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes
1.6 Review and evaluate learning experiences.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes All strands: Curriculum and Assessment; Student Teaching
<b>2. Use teaching strategies and resources to engage students in effective learning</b>	
2.1 Use a variety of teaching and learning strategies to engage students in effective learning.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes All strands: Curriculum and Assessment; Student Teaching
2.2 Use a range of teaching resources to engage students in effective learning.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes All strands: Curriculum and Assessment; Student Teaching

	Teaching:
2.3 Evaluate the effectiveness of teaching and learning strategies and resources.	Early Childhood: Curriculum and Assessment; Education for Young Children with Exceptional Needs; Methods Classes Primary Levels: Curriculum and Assessment; Education of Exceptional Students; Methods Classes All strands: Curriculum and Assessment; Student Teaching
<b>3. Foster language, literacy and numeracy development.</b>	
3.1 Critically review personal Arabic and English language, literacy and numeracy skills.	All strands will have no fewer than 12 CHS in English and mathematics (6 in core and 6 in major).
3.2 Determine students' language, literacy and numeracy skills to inform the planning and implementation of learning experiences.	All strands: methods classes
3.3 Integrate language and literacy development across all teaching/subject areas.	All strands: methods classes
3.4 Integrate numeracy development across all teaching/ subject areas.	All strands will have no fewer than 12 CHS in mathematics (6 in core and 6 in major).
3.5 Monitor and evaluate students' language, literacy and numeracy development.	All strands will have no fewer than 12 CHS in English and mathematics (6 in core and 6 in major).
<b>4. Create safe supportive and challenging learning environment.</b>	
4.1 Create safe and supportive learning environments.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
4.2 Provide learning environments in which students have responsibility for their own learning.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
4.3 Provide learning experiences in which students engage in purposeful and intellectually challenging learning experiences.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
4.4 Provide learning experiences in which students use higher-order and critical thinking skills.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
4.5 Provide learning environments in which students learn to take responsibility for their own behavior.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
<b>5. Construct learning experiences that connect with the world beyond school.</b>	
5.1 Devise learning experiences that build on students' prior knowledge, life experiences and interests.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
5.2 Engage students in learning experiences that integrate ideas, concepts and information across teaching/ subject areas.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
5.3 Provide learning experiences that establish connections with the world beyond the classroom.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
5.4 Develop learning experiences that involve students in examining study, work and leisure in the future.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
5.5 Design learning experiences that foster personal initiative and enterprise.	All strands: Educational Foundations II; Curriculum and Assessment; Methods Classes
<b>6. Apply ICT in managing student learning.</b>	

6.1 Determine students' ICT learning needs.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
6.2 Select appropriate ICT-based learning strategies and resources.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
6.3 Create learning experiences that actively use ICT to organize research, interpret, analyze, communicate and represent knowledge.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
6.4 Use ICT in the assessment of student learning.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
6.5 Evaluate ICT-based teaching, learning and assessment approaches.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
6.6 Use ICT to access and manage information on student learning.	Early Childhood: Technology for Young Children Primary Level MSE: Methods II Primary Level AS: Methods II
<b>7. Assess and report on student learning</b>	
7.1 Establish learning goals and assessment requirements.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
7.2 Plan assessment.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
7.3 Conduct assessment.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
7.4 Provide feedback on assessment outcomes.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
7.5 Review assessment.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
<b>8. Apply knowledge of students and how they learn to support student learning and development.</b>	
8.1 Use information on students to support learning.	All strands: Curriculum and Assessment; Methods Classes; Student Teaching
8.2 Support students in developing personal identity, self esteem and a positive self-image.	All strands: Foundations II
8.3 Assist students to develop empathy with others.	All strands: Foundations II
8.4 Engage students in assessing and planning their personal futures.	All strands: Foundations II; Student Teaching
8.5 Provide care and support for students.	All strands: Foundations II; Student Teaching
<b>9. Apply teaching/subject area knowledge to support student learning.</b>	
9.1 Acquire and maintain teaching/subject area knowledge.	All strands: Minimum of 51 hours in subject area knowledge
9.2 Apply knowledge of curriculum documents and support materials to enhance student learning.	All strands: Curriculum and Assessment
9.3 Apply teaching/subject area knowledge to enhance student learning.	All strands: Student Teaching
<b>10. Work as a member of professional teams.</b>	
10.1 Meet personal work-related goals and priorities.	All strands: Student Teaching
10.2 Contribute to professional teams.	All strands: Student Teaching

10.3 Work with others to maximize student learning.	All strands: Student Teaching
10.4 Contribute to improving the performance of professional teams.	All strands: Student Teaching
<b>11. Build partnerships with families and the community.</b>	
11.1 Build relationships with families and the broader community to enhance student learning.	All Strands: Student Teaching
11.2 Establish learning environments that acknowledge students' families and communities.	All Strands: Student Teaching
11.3 Promote school and Supreme Education Council education reforms.	All Strands: Student Teaching
<b>12. Reflect on, evaluate and improve professional practice.</b>	
12.1 Reflect critically on professional practice.	All Strands: Student Teaching
12.2 Engage in personal and collegial professional development.	All Strands: Student Teaching
12.3 Contribute to learning communities and other professional networks.	All Strands: Student Teaching
12.4 Participate in school governance.	All Strands: Student Teaching
12.5 Meet ethical, accountability and professional requirements.	All Strands: Student Teaching