

Please list faculty member/s submitting draft standards statements: Laura Gardner and Tom Stanley

Winthrop University Teacher Education Program

UNIT STANDARDS

Input Worksheet

DIVERSE NEEDS OF LEARNERS

Sample Unit Standard Statement:

The teacher candidate possesses skills to implement instructional strategies and learning opportunities that are adapted to diverse learners, including English language learners, learners who are students living in poverty, students with disabilities and other exceptional needs included in the general education classroom, and gifted and talented learners.

Unit Standard Statement:

Art education faculty supports the sample statement above.

CLIMATE

Unit Standard Statement:

The teacher candidate possesses skills to maintain a caring and safe environment that encourages learning.

TECHNOLOGY

Unit Standard Statement:

The teacher candidate possesses skills to use technology as one of many tools to introduce information, engage learners in dialogue, and extend learning.

ASSESSMENT

Unit Standard Statement:

The teacher candidate possesses skills to use a variety of formative and summative assessment tools to guide instructional planning with the ability to adjust for individuals.

INSTRUCTION AND STUDENT ENGAGEMENT

Unit Standard Statement:

The teacher candidate possesses skills to use a variety of instructional strategies that promote individual student learning and critical thinking using multiple means of engagement (UDL).

LITERACY

Sample Unit Standard Statement:

The teacher candidate has knowledge to implement essential components of literacy instruction within the discipline(s) he or she teaches and across subject areas to enhance opportunities for student learning.

Unit Standard Statement:

Art education faculty supports the sample statement above.

EDUCATIONAL EQUITY

Unit Standard Statement:

The art education faculty needs clarification of educational equity before developing a standard statement.