Worksheet for Program Principles and Artifacts

BC Program Principles	Performance Indicators	Possible Artifacts	
		Artifacts I currently have	Artifacts I need to obtain
1. Subject Matter- **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.**	• Demonstrates an understanding of central concepts of his or her discipline • Uses explanations and representations that link curriculum to prior knowledge • Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery • Engages students in interpreting ideas from a variety of perspectives • Uses interdisciplinary approaches to teaching and learning • Uses methods f inquiry that are central to the discipline		
2. Student Learning- The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.	• Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development • Creates relevance for students by linking with their prior experiences • Provides opportunities for students to assume responsibility for and be actively engaged in their learning • Encourages student reflection on prior knowledge and its connection to new information • Accesses student thinking as a basis for instructional activities though group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing)		

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3. Diverse Learners- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	• Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs • Selects approaches that provide opportunities for different performance modes • Accesses appropriate services or resources to meet exceptional learning needs when needed • Adjusts instruction to accommodate the learning differences or need of students (time and circumstances of work, task assigned, communication and response modes)		
4. Instructional Strategies- The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	• Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in active learning that promotes critical thinking and problem solving • Encourages students to assume responsibility for identifying and using learning resources • Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose of instruction, and learner needs • Uses a variety of presentation and representations of concepts, using alternative explanations to assist students' understanding and critical thinking		

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5. Learning Environment- The teacher's uses and understanding of individual and group motivation and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation.	• Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities • Engages students by relating lessons to students' personal interests, allowing students to have choices in the learning, and leading students to ask question and pursue problems that are meaningful to them • Organizes, allocates, and manages time, space and activities in a way that is conducive to learning • Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all students. • Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work		

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6. Communication- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	• Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues when give and received) • Provides for support for learner expression in speaking, writing, and other media • Asks questions and stimulates discussion in different ways for a particular purpose, encourages students to articulate their ideas and questions, and promotes critical thinking and problem solving • Demonstrates that communication is sensitive to gender and cultural difference (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation • Uses a variety of media communication tools to enrich learning opportunities		
7. Planning Instruction- The teacher plans instruction based upon knowledge of subject matter, student, the community, and curriculum goals.	• Plans lessons and activities to address variation in learning styles and performance modes, multiple developmental levels of diverse learners, and problem solving and exploration • Develops plans that are appropriate for curriculum goals based on effective instruction • Adjusts plans to respond to unanticipated sources of input and/or student needs, and systematically adjusts plans • Develops short and long-range plans linked to students needs and performances, and systematically adjusts plans to enhance student learning		

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8. Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	• Selects, constructs, and uses assessment strategies appropriate to the learning outcomes • Uses a variety of formal and informal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and self-student, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests) • Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning • Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work • Maintains useful records of student work and performance, and can communicate student progress knowledgeable and responsibly • Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students		
9. Reflection and Professional Development- The teacher is a reflective practitioner who continually evaluates the effects of his choices and actions on others and who actively seeks opportunities to grow professionally.	• Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice • Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher • Consult with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback		

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10. Collaboration, Ethics, and Relationships- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	• Participate in collegial activities designed to make the entire school a productive learning environment • Makes links with counselors, teacher of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being • Seeks to establish cooperative partnerships with parents/guardians to support student learning • Talks and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems • Acts as an advocate for students		