Eleven Teaching Principles for Teacher Candidates
The Renaissance Teacher Preparation Standards

Eleven principles, based upon the Interstate New Teacher Assessment and Support Consortium (INTASC), were selected to guide the preparation of teacher candidates by the State of Iowa because of their application to all teachers at all levels PK-12.

See the UNI Teacher Education Website for specific indicators of knowledge, skills, and dispositions at http://www.uni.edu/teached/ Click on “Standards” under the section “Information for Students.”

**Principle #1: Content Knowledge**
The candidate 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.

**Principle #2: Learning and Development**
The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Principle #3: Diverse Learners**
The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #4: Instructional Strategies**
The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle #5: Classroom Management**
The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle #6: Communication**
The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle #7: Planning Instruction**
The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle #8: Assessment**
The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #9: Reflection and Professional Development**
The candidate is a reflective practitioner who 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.

**Principle #10: School-Community Relations**
The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**Principle #11: Use of Technology**
The candidate integrates the computer and other high and low technology into classroom teaching activities, assessment and/or documentation.