

1500 Professional Standards Board

1597 Delaware Professional Teaching Standards

Non-regulatory note: Approval of Teacher Education programs is governed by 14 **DE Admin. Code** 290 Approval of Educator Preparation Programs. Teacher evaluations are governed by 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised.

1.0 Content

- 1.1 The Delaware Professional Teaching Standards shall serve as the common principles and foundations of teaching practice for Delaware public school educators in accordance with 14 **Del.C.** §§1201 and 1205(b).
- 1.2 The Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards* outline what educators should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world.
- 1.3 In accordance with 14 **Del.C.** §§1201 and 1205 (b), the InTASC *Model Core Teaching Standards* (CCSSO, 2011) are hereby incorporated by reference and adopted as Delaware's Professional Teaching Standards. InTASC *Model Core Teaching Standards* outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.
- 1.4 An overview of the Standards are set forth within. In-depth descriptions, contextual explanations, examples and more specific criteria and guidance is provided in the complete set of standards as published in the *InTASC Model Core Teaching Standards* (CCSSO, 2011).

2.0 Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

3.0 Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4.0 Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

5.0 Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

6.0 Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

7.0 Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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8.0 Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

9.0 Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

10.0 Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

11.0 Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

7 DE Reg. 75 (7/1/03)

Renumbered effective 6/1/07 (see Conversion Table)

12 DE Reg. 1208 (03/01/09)

16 DE Reg. 70 (07/01/12)